

PERSONAL

I was considerably relieved to read *The TES* leader (March 18), following the news that legislation was to be introduced to enable the DES to retain its own development fund. There was no whining, no posturing, nothing much, in fact, but a timely explanation of how the new scheme differed from Shirley Williams' abortive specific grants scheme of 1978. The amount of money involved this time is relatively small, and the local authorities need not apply for their share, if they are too lazy or too pig-headed to do so. But, modest though the scheme is (and non-political, since it is likely to go forward under any government, with the blessing of Christopher Price's all-party committee), it roused the usual frenzy from the freedom lobby.

How much do we actually value autonomy in education? This question, aired most fully, perhaps, in the year of the Callaghan great Curriculum Debate, has never been properly answered. It is likely to be raised over and over again, quite rightly, since it is of extreme importance. If only it could be debated dispassionately, and without the intrusion of vested interests, but that seems unlikely. Nobody really trusts anyone else in this game.

Everyone has their own prejudice. My difficulty is that I remain with much pleasure my days on a local education authority. It was exciting and satisfactory, especially when I managed to get my own way, securing, it seemed, incredible sums of money for instrumental lessons and the establishment of a first-class county youth orchestra.

It all seems a long time ago. But one thing is common, I'm sure, to us, then, and local authority members now. We all thought we were doing our best for the county. We were full of pride (rightly) for what Oxfordshire was doing. But were we any more accountable for our decisions than central government would have been?

Did we more truly represent the interests of local children and their parents, or were we just enjoying the exercise of power? I am naturally inclined to think that Oxfordshire at that time was peculiarly enlightened: it was certainly peculiarly non-political. But even so, I wonder whether we quite deserved the autonomy that we had. Members of i.e.s are a mixed bunch, some more knowledgeable and more intelligent than others; some blindly prejudiced (and this is a particular hazard in the case of education), because they think,



Mary Warnock

their own peculiar experience entitles them to universalize their opinions, and turn them into principles. Given this odd bunch of members, the people who really exercise power are the civil servants who, at the DES, would decide what projects to fund under the new system. Imaginative people, whether civil servants or local authority officers, are rare. Where they do exist they can do an enormous amount of good, albeit anonymously. My point is that I don't really see much difference between the central and the local; and if anything the DES should be able to produce more talent, and more continuity of policy, than any

local authority.

Certainly if I were a parent I doubt if I would have more faith in the local than the central. From either, I would want openness, explanation of policy, and an assurance of fairness. I have not found it noticeably easier to get my wishes satisfied at local than at central level. But perhaps I am alone in this. It is significant, however, that the most vociferous complainers about centralization, or the erosion of local autonomy, are always those who actually exercise local power, albeit with the best motives, not those at the receiving end.

But suppose we decide that local autonomy is, not exactly a myth, but simply something we do not value all that highly: if the DES is therefore to be given more power, then it is essential that they take properly informed decisions, based perhaps on research, or even on common sense and consensus, but not on whim. If secretaries of state are to be allowed to indulge their crazes, whether these are for the handicapped, for the gifted, for computers or new maths, then the distribution of funds will come to seem arbitrary. The great difficulty with any new system of handouts is

that of making it seem that they are the result of consensus, even if we personally do not believe we nevertheless approve of the priorities implied.

In the same issue of *The TES* the comforting leader, there was an article by Maurice Kogan, which, from a different angle, made the same point. He was talking about the Assessment of Performance Unit; but what he said has a more general application. There must be more centrally funded research; and the outcome of the research must be directly related to policy. Secretaries of state must not merely be prepared to say what their priorities are, what they value most, but to show empirically that their policies have a good chance of working.

Only so can central or any other kind of government come to have authority, which must always rest on knowledge. The sharing of knowledge between central and local government, and between government and people, is the most important and the most difficult political problem we have to face, in a time when people are no longer prepared to accept whatever is offered, without explanation and without understanding.

HEADMASTER'S DIARY

Progress and the pierced ear

As a firm believer in technological progress I welcome the general march towards a brighter tomorrow. But sometimes progress can make life more complicated. The other morning I was trying to re-light the boiler when Rona came down and switched it off the night before.

Nothing puts her in a worse mood than an innocent error of this kind. Happily, all was going smoothly at school, and I could afford to look forward to a pleasant morning, putting the finishing touches to my new discussion document for staff on litter in corridors. Hardly had I unpacked my briefcase and greeted Mrs Snodde, the school secretary, when Arnold Bogwin - my deputy - came in whistling quietly to himself. I knew this was a bad sign, and my heart sank at once. It meant Arnold had a problem, and one which had defeated his usual resourcefulness.

"It's Mr Sangrall, the new art bloke," said Arnold, coming at once to the point. "You should see what he's wearing."

Milo Sangrall had joined us a week ago, at the start of term. I had noticed with approval how smart he looked at the first morning assembly. In a dapper belted denim suit, I hadn't seen him around since then, but he'd come across at his interview last term as a good, wholesome chap. The other three candidates had been most unappealing: a BED student from a poly with shoulder-



Milo Sangrall... dapper in his belted denim suit

length hair, a woman in jeans with a portfolio of horrible abstract pictures, none of us on the interview panel could make head or tail of, and a bearded fellow with a gruff accent who seemed to have difficulty understanding our questions. The county art adviser was very keen on this bizarre one, and it was true that his references spoke well of his teaching. But somehow, I didn't think he'd fit in with the efficient managerial image I'm trying to build at Candlewick Comprehensive.

"The trouble with you," said Councillor Dimpickle, our chairman of governors, turning to the art adviser, "is that you think all artists should wear beards. Just because of all that vegetation growing under your own chin. What about Henry Moore? What about Graham Sutherland? Splendid clean-shaven chaps, a credit to our island race. Let's go for this man Sangrall in the three-piece suit. I like the cut of his jib. These other three are a load of dossers." This left the art adviser nervously fingering his goatee, while we all agreed to offer Mr Sangrall the job.

I turned to Arnold, therefore, with much surprise. "Not Milo Sangrall," I exclaimed. "He came to interview in a pin-stripe, stiff white collar and Pierre Cardin tie. And his picture of a boat at sunset really looked like a boat and a sunset. What's happened? A moustache?" "Worse, much worse," said Arnold, shaking his head as Mrs Snodde

breezed in with the post without knocking. I'm afraid my predecessor, old Charnock, permitted these excesses, and they have proved resistant to my heavy hints.

"My God," I cried, sitting down abruptly. It was a great shock. "Huh," declared Mrs Snodde, thumping the post down on my desk. "That doesn't surprise me at all. Not one little bit. We women have our intuition, you know. I had doubts about that one, right from the start." She snorted again. "And you're creaking up the Candlewick Gold Award Ceremonial Scrolls, Dr Smellcroft," she added as she went out. I hastily got up off the pile of hand-crafted profile documents and staggered to the armchair.

"It wouldn't be so bad if it were two earrings," said Arnold. "But it's just one, you see. It means he's, er, 'cool' out," he said, giving me a broad wink. "This really is most difficult," I said. "People do make life so complicated." "That's social progress for you," said Arnold. "Human rights, and all that. Marching towards a brighter new tomorrow." I winked, and asked Arnold what he advised.

"Earrings are always bad news," said Arnold. "Remember that business last term? Sybil walked into the third-year girls' lavatory, and found a queue of them waiting for Mandy Trivett to pierce their ears with a darning needle and a bottle of Dettol." Sybil Fordyce is my second deputy, and inclined to lap when

things go wrong. She overreacted by ringing Mrs Trivett at the jam factory and complaining to her. It turned out Mandy wanted to be a nurse, and Mr Trivett arrived in shirtsleeves, accusing Sybil of thwarting his daughter's ambitions. He only left the premises when Nicks, the caretaker, came round exercising his Dobermanns.

"Still," said Arnold, "thinking of Sybil gives me an idea. I'll see how it works out." He went off, and I walked along to the staffroom for break. Sure enough, Milo Sangrall sauntered in complete with suit, one earring and a purple flower in his buttonhole. He made a bee-line for Val Greenbaum, our feminist social studies teacher. I turned to collect my cup of coffee just in time to spot Jonathan Hack, the chief adviser, enter on an unscheduled visit. I managed to lead him off to my study before he could glimpse Milo's dangling trinket. I know that Jonathan reports untoward events straight to Dimpickle, and I need Dimpickle's support if I am to secure extra points for scaled posts. Our clean-cut image was at stake.

Jonathan had dropped in only to pick up the latest figures on staff absence for the urgencies sub-committee. He had scarcely gone before a smiling Arnold reappeared. "It worked out fine," he said. "I remembered that Sybil had got that Planned Pastoral Progress caper

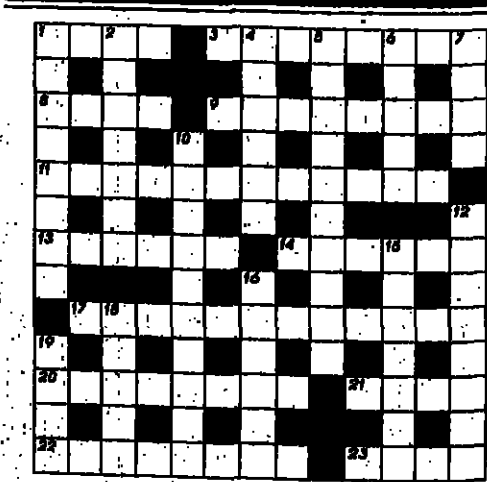
going again in first-year this period, and that Sangrall was one of the tutors taking part. So I caught him at the end of break, and mentioned that the next topic would be Socratic group action research on dress as a reflection of personal lifestyle. I told him Sybil had trained the kids to be frank and searching, and I just happened to be fingering my ear lobe as I spoke. By the time he'd got back to the room, he'd taken it out."

It was another example of Arnold's talent for avoiding many confrontations. And it restored my faith in our ability all to work harmoniously together, while pushing back the horizons of a just society. On my way home I suddenly remembered my contretemps with Rona and arrived home with a some bunch of daffodils.

"Very sweet of you," she said. "You men are not only imprudent, you're unobservant." She pointed to the vase of daffodils on the table and continued: "Tell me, what do you notice about me?" I looked hard, but failed to see anything new. "That's what I mean," said Rona, and pointed to some of the studs in her ear. She was quite offended, and went off to practice her yoga. I, for my part, wrote a program for my new home computer. That, after all, is real progress.

Maurice Hale

No 95 CROSSWORD by Rufus



Across

- A man without work should active not to lose it (4)
- Stop when the standard is low (4,4)
- Boast about one's appeal (4)
- Wordplay of a Socratic kind (6)
- Fear arrest (12)
- His work is bound to

Down

- Celebrated form of mahogany (8)
- Animal in a rock that gives limited protection (7)
- Cupboard key (6)
- A healthy breed of rolling stock (5,5)
- New due to exact (7)
- Cut a prison term (7)
- Plan to put out in how out of a brave one (10)
- Teas should be made with acid - agreed (10)
- Literary supplement (7)
- Changing plans to the (6)
- What bar? (5) who mother call (4)
- Solution to puzzle 94
- Receive public attention (6)
- Sets out an increase in salary, we hear (6)
- In sound condition, though possibly highly strung (3,2,1,6)
- Ugly in an awkward way (8)
- One form of trust (4)
- Surprise shots in a melée (6)
- Mystic circle (4)

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'Schools for El Salvador' campaign launched

By Richard Garner and Hilary Wilce

The National Union of Teachers is to launch an ambitious campaign to help build schools in El Salvador - a country torn apart by repression, civil war and extreme violence, not least towards teachers.

The campaign was unveiled at a meeting held by the union's international committee during the NUT conference in Jersey. Mr Geoff Foster, committee chairman, said branches would be circulated with information about the project soon after the conference.

"The violence is so horrific," he said. "Teachers are being brutally murdered and teachers are being shot in front of their classrooms and teachers' homes are being left in the classroom in front of their children."

The most recent figures from the Salvadoran teachers' union, ANDES, show 221 teachers killed, 300 schools and colleges closed, 20,000 students affected and 4,500 teachers out of work, but these figures are known to be out of date, and violence in the country is continuing virtually unabated.

Mr Foster told the meeting that Ms Marienella Garcia Villa, presi-



Marienella Garcia Villa

dent of the Commission of Human Rights of El Salvador, who had addressed the union's annual conference two years ago, had been shot dead by government troops last month.

Schools are urgently needed to help reduce the 60 per cent illiteracy rate among the rural population. ANDES, through which any money raised will be channelled, estimates there are 57 areas of the country where it would be possible to set up schools. Its aim is to organize schools with three teachers and about 100 pupils, covering the first three years of education. Each would cost an estimated £2,315.

A spokesman for the El Salvador Committee for Human Rights in London said the schools would be set up in areas where guerrillas were in control.

Tory strategists reject vouchers proposal

by Biddy Passmore

Mrs Thatcher, Sir Geoffrey Howe and education ministers are likely to be severely embarrassed by at least two parts of the report from the Conservative group which has drawn up education proposals for the party's manifesto.

The report, much of which was leaked in *The Times* on Tuesday, comes out squarely against vouchers and is lukewarm about loans.

"The great majority of the group do not believe that the voucher scheme is the best method for increasing parental choice and so improving standards, since its cost at a

time of stretched resources would be hard to justify to a sceptical public", it says. If money were available for experiments with parental choice, it might be spent on schemes like enabling parents to take over village schools that would otherwise be closed.

And on loans, it rejects the idea of making a sudden switch from the present mandatory grants system to a mixed loan/grant scheme. If loans are introduced, it says, they should be tried first for post-graduates and students who now have to rely on discretionary awards.

The group's rejection of the two most radical candidates for the education section of the manifesto must come as a blow to ministers, especially since the group's chairman, Lord Beloff, is a robust right-winger.

Ministers and officials are still working on various options for both loans and vouchers.

A plan to replace half the mandatory grant with a low-interest loan, which would have cost an extra £25m initially, was withdrawn shortly before it was due to go to a Cabinet committee.

Now under discussion are options that would introduce a loan element but could not be seen to deter poor students. One possibility would be to replace part or all of the parental contribution with a loan.

On vouchers, a group of ministers, political advisers and officials is looking at a number of alternatives to the two-part scheme rejected by Cabinet ministers.

An even weaker suggestion is to drop the independent part of the scheme, considered both expensive and potentially unpopular with independent schools.

Employers cool on contract and pay calls

by Staff Reporters

The two major demands on pay and fixed term contracts which emerged from the teachers' annual conference over Easter, got short shrift from the employers' leaders this week.

"Fixed-term contracts are here to stay so long as we have falling pupil numbers and schools which need reorganizing," said Mr Alistair Lawton, Conservative leader of the management side, which faces a new ultimatum from the National Union of Teachers to phase out all fixed term contracts by August next year.

And on the Labour side, Mrs Nicky Harrison, chairman of the Association of Metropolitan Authorities education committee, said a ban on temporary contracts was totally unrealistic.

On pay Mr Lawton was quick to deny reports from the conferences that most local authorities had set aside up to 5 per cent to meet this year's pay award. Delegates at the NUT conference in Jersey and at the National Association of Schoolmasters/Union of Women Teachers

conference in Exeter backed unanimously their negotiators' rejection of offers worth 3.5 and 4 per cent. Talks resume in the Burnham Committee, which negotiates pay, a week today.

"We have all got 3.5 per cent," said Mr Lawton. "Some have got 4 per cent and some may have a little more but the majority have simply not got 5 per cent."

Mr Philip Meridale, chairman of Hampshire's education committee, vice chairman of the Association of County Councils education committee and a leading negotiator, said the financial pressures on local authorities were tougher this year than ever before.

The new tough line on banning temporary contracts is to be included in a seven-point package of demands including no compulsory redundancies, optional retirement at the age of 55 with maximum enhancement of pensions, ten days paternity leave and fully paid maternity leave.

Wang go Stirling's hopes

by Ngalo Crequer

Some of the technological universities have again fared badly in the allocation of extra posts for bright young lecturers by the University Grants Committee.

London University has scooped 42 out of the 242 so-called "new blood" posts, created to stop universities stagnating because of the cuts. Oxford comes next, with 21, Cambridge has 18 but Stirling has got only three.

Stirling has a chair in Information

Technology funded by Central Region, and Wang Laboratories, the American microprocessor company, is to set up a £40m manufacturing plant on the campus.

Professor Duncan Timms, vice-principal of Stirling, said: "We have attracted external funds for a chair and involved two major companies stagnating because of the cuts. Oxford comes next, with 21, Cambridge has 18 but Stirling has got only three. What are we doing wrong?" - *THIS*

Approved for delinquents

by David Lister

Some well known independent schools could become approved schools for young delinquents under a future Labour government, Mr Christopher Price MP said this week.

Mr Price, Labour MP for Lewisham West and chairman of the Parliamentary Select Committee on Education, told a fringe meeting at the National Union of Teachers conference that this was one use to which the schools might be put after fee paying was abolished.

Many private schools would also become sixth-form or tertiary colleges. These schools were brought into being for the children of the poor, but they had long since failed to meet that need, he said.

Mr Price was one of those who unsuccessfully tried to inject into Labour's education policy (see page 6) a pledge that all pupils from private schools would be charged full fees on going on to higher education.

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HMIs must fire to right and to left

With their much publicized report on Madeley Court school (page 7) HM Inspectorate have ended the first three months of published school reports with the kind of furore which the new policy was bound to cause from time to time.

This is no criticism of publication: HMI reports on controversial schools were anyway always leaked, if only in garbled form. Now, because of the clutch of reports already in the hands of the public, it is possible to see the HMI's strictures - and compliments - about Madeley Court in context.

Since it is the inspectorate's job to fire right and left, it is not surprising that a pretty complex picture emerges. Other comprehensives besides Madeley have been criticized for not differentiating enough between pupils of different abilities in pursuit of mixed ability teaching. But two schools have been taken to task for streaming or banding pupils on inadequate information and then making it difficult for them to switch streams.

While many schools have been found to be underestimating their pupils' capabilities, at least one was criticized for presenting average and below average pupils with work that was too difficult. Several schools were said to use teaching methods that were too "didactic" or "authoritarian," and did not allow pupils to exercise their own intelligence. In at least one

case HMI suggested that this was lowering academic standards and examination results. HMI have been pretty tepid about academic standards in several secondary schools: "broadly satisfactory," "mundane to low". Madeley's were "fairly satisfactory." But they also provide telling evidence of less obvious successes. For example at Madeley Court, the well-run library was also well used by pupils - this in a school in an area of considerable social disadvantage. In at least one other school, pupils hardly seemed to touch a book after the first couple of years.

Another problem pin-pointed by HMI in several reports is the number of staff who have served in one school for a very long time, and of younger staff who have only taught in one school. The call for more, and more sharply focused in-service training runs through both primary and secondary reports, and the particular need for teachers to see a wider range of practice than they find in their own school.

Detailed reports on individual schools yield much sharper insights than the anonymous surveys which HMIs have published on primary and secondary schools as a whole. With names and numbers and examination results, and evidence about social background, they provide wonderful material on which to base an assessment of different

approaches to teaching - it only because they quickly dispose of the ever-beguiling illusion that if only they took the trouble, the HMIs (or anyone else, for that matter) could write down the recipe for the "successful" school which could then be universally prescribed.

The only snag about the valuable accumulation of detail in these individual reports is that it is always the school that is trying to meet the difficulties in new ways that hits the national headlines - not the one that is depressing standards by bad traditional teaching. Bored pupils in a progressive school are news; bored pupils elsewhere are normal.

But the whole thrust of HMI reports so far is that very few schools are doing a good job of challenging and enlivening their pupils' intelligence. A lot may be achieved by doing the traditional thing better, but there is also a need for some schools who are prepared to go out on a limb and try something different.

Madeley Court is the last in a short line of comprehensives that have done just that. They seem to follow a predictable course: innovation leads to local rumours and scare stories which put off parents. When a few children are allocated to the school against their parents' wishes, the school gets caught up in local politics.

In at least two cases, HMI reports have helped to calm things down: in others, an

innovating head has left and a successor been appointed to ease the school back to more traditional patterns.

It remains to be seen how events will unfold at Madeley Court. So far, Shropshire education committee has reacted with a promising "immediate" but not "precipitous" action, and setting up working parties. It is hoped that now the views of the parents and staff on the future of the school will be carefully canvassed, and that a head is appointed who is not unsympathetic to the school's intentions and unusual character.

But the general problem of encouraging innovation and differentiation within the secondary system remains. It requires clear and consistent leadership from local authorities - which is currently unfashionable and difficult. It requires nerve, and a fair public relations. Parents are always likely to choose the devil they know, unless informed about alternatives.

It may require some temporary concessions in terms of numbers or staffing, to give the school time to settle its practice and make a local mark. It certainly needs close support and attention from local advisory services. But if all schools followed traditional paths, parents would have no choice at all.

COMMENT

Strangled at birth?

It has never been clear exactly what the position of 17-year-old school leavers would be with regard to the Youth Training Scheme, when it comes into operation in September. The YTS "guarantee" only applies to 16-year-olds, but it has been the expressed hope of the MSC that there would be some places available for 17-year-olds, who would, in theory, become eligible after a six-week period of unemployment. This was the assumption on which Mr Norman Tebbit accepted the MSC version of the YTS.

Last week it began to emerge that, quite apart from the fact that they would have to take their place behind the 16-year-olds in the queue, those who stay on beyond 16 to take a vocational course - say a City and Guilds Foundation Course of RSA business studies - could rule themselves out under another rubric. Under the latest MSC ruling, anybody who has taken a vocational course of this kind is, by definition, "normally" ineligible for a place in the YTS.

This trickled out the very same week that the DES was proudly announcing the start of its new 17-plus assessment to start in September, coincidentally with the YTS. No one is likely to be totally surprised to find a lack of coordination between the DES and the MSC but this is quite ridiculous. Charity forbids drawing the obvious conclusion - that the MSC has decided to try to strangle the new qualification at birth, but it certainly looks as if this could be the practical outcome.

Why? Because the whole basis of the YTS is that it is meant to be more than a scheme to relieve unemployment: it is meant to become the normal method of induction into industry for school leavers. Therefore employers are being encouraged to put all their teenage recruits through the YTS and collect the MSC bounties which they can bring. The result will be sharply to reduce

the chances of a 17-year-old leaver with a modest vocational qualification getting a job in the ordinary way, while at the same time excluding such leavers from entering the labour market via YTS. This cannot be the intention of the MSC (nor yet of the DES but the DES's intentions are scarcely relevant in the circumstances). The truth is the MSC cannot make the money go round. No doubt it will emerge that this is yet another of those hasty, improvised, decisions which will be rectified (with luck) next year, even if this year's batch of leavers get a raw deal. But it is absolutely vital that it should be changed soon. Otherwise the prudent educational counsellor or careers adviser will have to tell students to take their chance in the YTS first, and then return to school or college a year later, taking advantage of the 21-hour clause and such other loopholes in the benefits rules as may survive. This would be barny.

Down with vouchers

Election fever is clearly hotting up. Almost daily the headlines shriek of leaks about what is or is not to be in the party manifestos.

Reports that Labour now plans to offer £25 a week (taxed in the hands of the parents) to all pupils who stay on in full-time education beyond 16, show a proper recognition of the urgent need to do something about educational maintenance grants. But this latest proposition would carry a bit more conviction if realistic costings were also set out, and if there were any reason to believe that Mr Peter Shore had subjected the plan to the same kind of harsh critical scrutiny he will bring to the budgets of spending departments if he ever becomes Chancellor.

This is not to deny the importance of doing something to mitigate the financial imbalance which now exists between the lavish funding of trainees on MSC schemes and the glaring inadequacy of the present EMAs; but the cost of what Labour



is said to be about to promise would be of the order of £1,000m a year, less whatever tax might be levied, and this is a great deal of money in anybody's book. It is difficult to believe this has been thought through as carefully as it deserves.

From the Tory camp there is the welcome news that Lord Beloff and his colleagues in the Conservative policy group (page 1) have refused to back vouchers. Whether this will have much effect is another matter; Sir Keith is a stubborn man who will not surrender an ideological nostrum without a fight. For him, the desirability of subjecting educational choices to the discipline of the market is self-evident. But the opposition of the Beloff group will obviously not help him get his plan for a pilot scheme through the Cabinet and into the manifesto.

Other reports have suggested that the Beloff group has been the focus of a good deal of backbench opposition to student loans. It seems that the money-lenders may not be about to have all their own way. It will certainly do no harm for the Conservatives to discover that there is still a broad base to public support for the public education system and that one sure way to lose votes would be to come out as unregenerate privatizers in education. No doubt, Sir William van Straubenzee MP, a senior Tory backbencher in Lord Beloff's group, has relayed this message with suitable clarity.

No peace for Tebbit

"I would not call it brainwashing, but no doubt some people might. But I would certainly both object to the ill-treatment and to the strange use of time intended to teach children to write, spell, punctuate and understand English. I would not allow any child of mine to be subjected to such treatment."

So wrote Mr Norman Tebbit, Secretary of State for Employment, in a news release to his Chingford constituents dated March 24, about events at Rush Croft School.

Since Mr Tebbit's suggestion last week that parents of children at Rush Croft should keep them away from performances of a play about peace, and ask for normal lessons instead, was so well publicized, the only surprising thing about that quotation is the date: two years ago.

On that occasion Mr Tebbit was intervening because he hadn't liked what a constituent had told him about lessons on racism at the school and then - as with last week's peace speech - he acted without attempting to inform himself on the facts.

The previous case was well-documented in *The TES* of November 27 1981. "What had riled his ire" was a

decision at Rush Croft to replace an exercise first tried in a US school, wherein children had been divided into groups according to eye colour in order to give them some idea of the unfair effects of discrimination based on colour. In the preliminary phase of a course that would include a film and discussion, Rush Croft teachers divided the children into groups according to hair size.

"Tebbit protests at small-haired race lessons" ran *The Daily Telegraph* headline. But on that occasion the Employment Minister not only telephoned the head direct to tell him to drop the course, but then persuaded the local authority to instruct him to do so.

Now, the lessons may or may not have been perfect examples of a multicultural curriculum, but a parents' meeting held to discuss them gave the idea overwhelming support. So did the local paper, which sent a reporter and wrote a positive leader, as well as running letters from children at the school. Only one anonymous letter supported the Tebbit view. The children were particularly cross that he claimed he was too busy to visit the school.

Which brings us back to last week's peace play. As it turned out, it was put on by a well-established company, which had given several previous performances without complaint, and was being staged at Rush Croft (and not for the first time) at the local authority's own suggestion. In the event, the parents chose not to follow Mr Tebbit's advice to keep their children away.

Maybe they have become altogether too accustomed at Employment to telling the Education department how to manage its affairs, but it would at least be helpful if the Secretary of State stopped rushing in with ill-researched opinions.

NO COMMENT

"I just want to be ordinary. The people at the top appear to think that is what the audience wants" - Nick Owen, a TV and print presenter quoted in *The Guardian*, April 5

Petty crime wave 'is sweeping through schools'

Teachers prime victims

by Nick Wood

Teachers are the victims of a "wave of petty crime" sweeping through schools, Mr Tom Jones, president of the Assistant Masters and Mistresses Association, told its annual conference in Birmingham this week.

Children regularly rifle teachers' unattended handbags and jackets and steal from locked cashboxes. Staff are frightened to leave their personal property in a classroom for fear it will be taken.

The scale of the problem was "incredibly increasing", Mr Jones told delegates from the country's third largest teachers' union.

Over the past two years, the amount paid out to members as a result of claims arising from classroom thefts had outstripped the premiums paid to the union's insurers. Mr Jones said he had been "horrified" to discover that in the past three years the insurers had settled claims totalling £29,000.

"Bear in mind that the claims settled take no account of the considerable sums of money stolen from handbags or teachers changing - or safes, which is not insured because the cash was not under lock and key. Remember, too, that this pilfering... is from teachers alone... it has nothing to do with the vast amount of petty thefts of pupils' property by their classmates."

"There is no doubt at all... that there is a wave of petty crime in schools."

The growing risk of theft was not the only problem teachers faced, Mr Jones said. The number of assaults on teachers was also rising, but all too often they were left to fend for themselves.

"Too often they receive no backing, but only professional and public back-stabbing from those who claim to have a concern for education," he said.

Mr Jones called on politicians, senior civil servants, local authorities, parents and the media to work with teachers to help them surmount

Further reports from the AMMA conference will appear in next week's issue.

daunting difficulties, of which thefts and assaults were just two of the starker examples.

At present, a "hostile, demoralizing and dangerous" campaign was being waged against the hundreds of thousands of teachers anxious to do a good job - and for the most part succeeding.

A prime mover in this campaign was Sir Keith Joseph, Education Secretary, Mr Jones said. His comments on the BBC *Panorama* programme about the New Technical Education Initiative had left the clear impression that teachers, and teachers alone, were to blame for the failure of schools to deliver the right kind of curriculum for the least academic pupils. In fact, the responsibility extended to councillors, i.e.a. officials and advisers, exam boards, HM Inspectorate and national politicians from both parties.

"A politician as experienced as Sir Keith cannot be oblivious to the impact his comments have upon the media and, therefore, the public at large."

Bert Lodge reports from the NAS/UWT conference in Eastbourne



Terry Casey

Casey says 'teach pupils to scrounge'

Teachers should be preparing this year's leavers to make "a bit on the side" to eke out their dole money, Mr Terry Casey, retiring general secretary, said at the NAS/UWT conference this week.

Attending his last conference as general secretary, Mr Casey emphasized that he was taking a moral line. "But if the law forbids a youngster from earning more than £20 a week then the law is an ass and should be treated as such."

"We have got to get them to be successful scroungers ready to take a tough role in a society which has structural unemployment. More and more people are going to be living on the informal or black economy and I distinguish between that area and criminal activity."

The conference rejected unanimously the management's "misery" 4 per cent offer made on March 25, and called again for a phased reversal of updated Houghton salary levels.

Delegates also pledged wholehearted support for colleagues in local education authority deducting their pay for refusing to cover for absent colleagues.

Fixed contracts pose dangers

Putting heads on fixed-term contracts could lead to local authorities sacking teachers whose politics they did not like, the annual conference of the second-largest teachers' union was warned on Tuesday.

Mr Gerry Lee, incoming president, also warned the 1,000 delegates of the National Association of Schoolmasters and Union of Women Teachers at Eastbourne that positive discrimination for minorities could lead to the opposite of what was intended.

And he asked if parents dissatisfied with a voucher scheme were entitled to invoke the Sale of Goods Act.

Mr Lee, deputy head of St Joseph's RC junior school, Camberwell, south-east London, did not see why heads should be forced to accept fixed term contracts which would threaten their security.

He foresaw the incursion of party political attitudes into the education service if fixed term contracts were introduced. "I can well see Conservative local education authorities getting rid of their left-wing tendencies and Labour authorities getting rid of their right-wing reactionary tendencies."

"Why should local education authorities feel entitled to special privileges over other employers if they felt they had appointed a bad head?" Mr Lee asked. They were responsible for appointing and if they made a mistake they could remedy it like any other employer through existing legislation, particularly the Employment Protection Consolidation Act.

Bringing handicapped children into normal schools was fine as long as the resources and back-up were there, Mr Lee said. "But if they are merely going to be deposited in what are normal school buildings which are not adapted for their purposes and presented to teachers who



Two British teachers who were attacked in a remote part of Zambia were this week recovering in a mission hospital.

Mr Steven Livingstone, 29, and his wife, Nicole, 24, (pictured above) were beaten by robbers as they slept in their tent.

They had taken a year's leave to cycle the 11,000 miles to Cape Town, South Africa.

Steven was head of the special education unit at Overpool county junior school, Ellesmere Port, Nicole taught history and archaeology at Dredde High School, Clyde.

Mr David Livingstone, Steven's father, who has spoken to his son on the telephone said the trip would have to be abandoned because they had lost all their specialist equipment.

Cane warning from STOPP

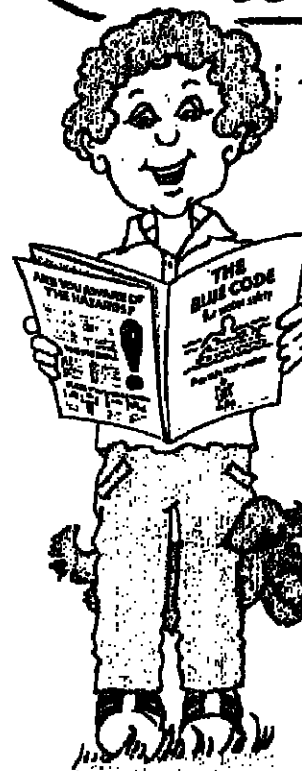
The Government may soon be forced to implement the rulings on corporal punishment by the European Court of Human Rights, the leader of the anti-caning lobby has warned.

Mr Tom Scott, education secretary of STOPP (Society of Teachers Opposed to Physical Punishment) said the foreign ministers of the 21 Council of Europe countries would soon demand to know what action non-caning schools to give parents a choice; or advising parents to tell heads if they do not wish their child to be beaten.

There had been at least 11 violations of the court's ruling since it was made last February, he added.

Education ministers are said to have been given legal advice which could let them off the hook, however. They could tell the European Court they were leaving the issue to local authorities and heads or promoting the development of caning and soon demand to know what action non-caning schools to give parents a choice; or advising parents to tell heads if they do not wish their child to be beaten.

'ENTER YOUR CLASS FOR MY BLUE CODE WATER WATCH COMPETITION'



To encourage children to play safe near water the Leeds Permanent Building Society and the Royal Life Saving Society have devised an exciting competition in the form of a project, with thousands of pounds worth of Commodore computer equipment as prizes.

To enter your class, scout group, etc., simply pick up a Blue Code Leaflet and an entry form at your local Leeds Permanent branch. Or write, enclosing s.a.e. to: Paul Stallard, Leeds Permanent Building Society, Permanent House, The Headrow, Leeds LS1 1NS.

'WIN A COMMODORE COMPUTER'

the Leeds PERMANENT BUILDING SOCIETY

The April 8 issue of *The TES* will carry reports on the closing sessions of the NAS/UWT conference.

Colonizing the curriculum 14-16

A Basis for Choice (ABC) was much more than a curriculum framework for a specific group of 16 and 17-year-olds in FE colleges - the group to whose needs it was originally addressed. It was a sort of gospel as well - a gospel of conviction and clarity, and apposite to its hour.

What Jack Mansell and his colleagues at the Further Education Curriculum Unit so persuasively preached was a rationale for the education of a group of young people that was already large and was rapidly getting larger: those for whom academic A level courses were not appropriate but for whom there were no obvious vocational paths to follow.

This group was entitled to a common core of pre-vocational learning overlaid with a substantial amount of vocational "occupationally-specific" experience. Such a curriculum, expressed not as "subjects" but as a hierarchy of learning objectives, would be integrated and coherent.

The learning experiences it contained would be immediately relevant to the needs of the world of work and its students' perceptions of them. It would lend itself to profile-based assessment, and such assessment, progressive, and criterion-based, would itself be part of the learning process.

Schools were slow to respond - not surprisingly, since ABC was not at first sent to them. In any case, ABC was potentially threatening. Providing it meant setting up a course rather than a collection of more-or-less related subjects. (Subjects whatever their other disadvantages, only cost three or four teaching periods a week.)

But schools, convinced as many of them were that a subject's status depended on its academic content, had a great deal to learn from ABC - and they learned fast. The Government's decision to use ABC rather than a Keohane-type CEE as the basis for new 17-plus qualifications was a spur.

So was the accessibility of Business Education Council courses and the appearance in 1980/81 of the City and Guilds (CGLI) Prep-Voc 365 course, designed explicitly on Mansell lines. BEC was particularly important. The experience of the handful of schools who introduced BEC General in 1980-81 was that students really did respond to a course that was planned and taught

Michael Duffy challenges some of the assumptions behind the extension of vocationally-relevant education from 17-plus to the 14-plus age group.



Romeo and Juliet: wherefore is thy criterion-based vocational relevance?

as a whole, and word of this spread fast.

By last summer more than 500 schools were centres for BEC; over 200 were taking or had applied to take CGLI 365 and all the Further Education Unit (FEU) epistles (so much more confident somehow, so much more imposing than their counterparts from Schools Branch of the DES) were winging schoolwards.

All of this was entirely to the good. But schools are concerned with more than their 17-year-olds and high among their priorities is the problem of making appropriate provision for (and appropriately assessing) all of their 14 and 15-year-olds. For this reason, I think, schools should now be watching the pre-vocational bandwagon with cautious interest.

Two things tend to happen, when a gospel finds receptive ears. The gossippers themselves move on, search for new lands to proselytize, new hearts and minds to win; and the traders move in. Both of these, in fact, are happening now. Curriculum 14-16 is at first sight fertile ground for the ABC rationale, and

there are clear indications (in the 1982 DES proposals for a new 17-plus and in Sir Keith Joseph's obvious reluctance to sanction any new 16-plus examination that extends its span beyond the present O level range) that the Government itself thinks that this is so and ought to be so.

It is, after all, a short step to re-define the target group as "those for whom academic O level courses are inappropriate but for whom there are no obvious vocational courses to follow", and it is a step the FEU on the one hand, and CGLI and Royal Society of Arts on the other, are poised to take.

There are several dangers in this. The suggestion that there should be two sorts of curriculum at 14-plus (perhaps three, if Sir Keith's initiative for the least able comes to any sort of fruition) is superficially attractive. But this leads inexorably to the conclusion that there are two or three sorts of children at 14-plus and so, insidiously, to the introduction of selection in our non-selective schools.

But selection on what grounds? It isn't really a question of "Compre-

hensive purity" (TES, March 4). Ideology here is irrelevant. The real issue is the perpetuation of the false antithesis between "academic" and "practical" that has so long plagued our schools. To select at 14 on this basis is, surely, to deal unfairly with all pupils, not just with some. To differentiate as crudely as this is to do a great disservice to those of us who, over the years, have pleaded for more differentiation in curricula, not less.

FEU and City and Guilds will say, quite rightly, that this is far from their intention. They will parade, with some justice, other and unimpeachable antitheses: learning that is active, not passive, "experience-based" not "book-based", pupil-centred and not teacher-centred, autonomous, not dependent, concerned with process not content.

At the end of the day, however, what they want to do is to construct a framework for curriculum 14-16 on the same assumptions and with the same rationale that lay behind their pioneering work for the 17-plus. And it is here the dangers lie.

Briefly rehearsed, the assumptions are these:

● That a curriculum can be expressed as a hierarchy of learning objectives;

● That those objectives can be expressed as a set of skills and competencies;

● That the curricular justification of these skills and competencies lies in their relevance to the needs of the adult - and specifically vocational - world;

● That it is in the perception of this relevance that a pupil's motivation to learn may be found; and

● That the assessment of learning should be progressive, formative, and criterion-based.

I think that where curriculum 14-16 is concerned we should challenge all of these assumptions except the last. Otherwise, we may find ourselves confronted with a curriculum that is as restrictive - and ultimately perhaps as irrelevant - as most of our Certificate of Secondary Education offerings now.

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● That those objectives can be expressed as a set of skills and competencies;

● That the curricular justification of these skills and competencies lies in their relevance to the needs of the adult - and specifically vocational - world;

● That it is in the perception of this relevance that a pupil's motivation to learn may be found; and

● That the assessment of learning should be progressive, formative, and criterion-based.

I think that where curriculum 14-16 is concerned we should challenge all of these assumptions except the last. Otherwise, we may find ourselves confronted with a curriculum that is as restrictive - and ultimately perhaps as irrelevant - as most of our Certificate of Secondary Education offerings now.

There are too many false analogies flying around. Schools are concerned, after all, with quality as well as competencies, and quality are not always easy to define and assess. They are concerned with transmitting and interpreting a culture, not just with the teaching of skills. They deal with growing up as well as being grown up; they do not - speak of their students as "trainees". And they do wonder whether it is wise, in 1983, to put their motivational eggs into the basket of vocational relevance.

The FEU has promised (October 1982, January) that it is going to speak clearly to other parts of the system. So it will - and good luck to it. But curriculum 14-16 is a complex area and we mustn't step too quickly from the path, home, tempting the siren calls.

It would profit our pupils little if they were to be deprived of *Romeo and Juliet* because it didn't fit into a module of communication skills or of exploring the strange games that numbers play with one another, because they were not listed among numeracy objectives, or finding self-knowledge in poetry and drama, because poetry and drama are not "vocationally relevant".

A framework for the curriculum that bestows a new orthodoxy and brings with it a new selection and a new "qualification" may not, at this stage, be the framework that pupils need.

NEWS

A week after the Labour Party published its election campaign document David Lister looks at the party's education policy makers

Composing a theme with no variations

When Neil Kinnock became Labour's education spokesman he asked the party's research department to give him all the documents it had on education policy. He was met with blank stares.

Four years later he can claim, with some justification: "We are recording an historic first in the Labour Party. We actually do have an education policy. Before, we had disparate policies. Now we have a coherent policy on one theme."

The policy, on the theme of comprehensive and lifelong access to education is now fairly well known. Its main strands, including the undermining and eventual abolition of fee paying, the introduction of maintenance allowances, enhanced training opportunities for 16 to 19 year-olds (the main educational priority for a future Labour government), and expansion of opportunities for over 18s, were published in the campaign document last week.

But if the policy is well known, just how it is arrived at and who, in the large group of policy-makers, carries most influence, has been something of a mystery.

Until recently, of course, the composition of Labour's education committee and what it said was only of limited interest. The front bench spokesmen did not pay it the slightest bit of attention, particularly when in government. Committee veterans recall previous Labour education ministers referring them to civil servants as if they were a pressure group when they came to discuss items of policy at the DES and only coming to education committee meetings to "torpedo policy through".

Neil Kinnock is acknowledged to be one of the first front bench spokesmen to take the committee seriously. He and his advisers have rarely missed a meeting; and he and his deputy, Phillip Whitehead, who has also had considerable influence, sat out an 18-hour plus meeting of the working group on private schools.

The committee has in turn, according to Fred Flower, former Kingsway Princeton FE College principal who has been on it since 1966, "lost its amateurishness, and its work is now studied seriously by professional educators."

Indeed the discussion document on the over-18s was seriously studied in the DES and is even rumoured to have rather impressed one of the Conservative ministers there. It has now, to the surprise of its authors, sold out and is being reprinted.

However well received its works, the committee itself, in a party which has spent ten years striving towards greater accountability and democracy, remains something of an anachronism. Few of its members



Max Morris (left) and Henry Pluckrose, member of Labour's educational committee.



Enhanced training opportunities for 16 to 19-year-olds would be the main educational priority of a future Labour government.

are accountable to anyone outside the committee for what they say inside it, and virtually no-one has had to suffer the indignity of an election to get on it. It is, in the words of one long serving member, "rather like the Masons. You get the cull and then you're on for life."

The education committee is 60-strong, nearly three times the size of the Cabinet, and far too unwieldy a size to fit around a table let alone discuss policy. Only 30 are regular attenders, however, and the detailed policy work is done in the sub-groups on such issues as private schooling, the curriculum, and 16 to 19s, before being finally worked out in the committee proper and then approved by the home policy committee and finally the NEC.

Few changes are made at the latter two bodies. Indeed it is remembered rather wryly that Shirley Williams sat on the home policy committee throughout the discussions on the private schools document and never once spoke against it.

That document had an interesting history, being the only educational document to be a joint Labour Party/TUC statement. (The TUC requested this - a request they have never made on educational matters before or since.)

Each working group starts with a discussion paper, usually written by

the education committee secretary Bert Clough, and rarely has fewer than 20 meetings to form a policy around it. Clough has worked for NATFHE, the college lecturers' union, and the National Union of Students.

He is not alone in having links with NATFHE and the FE world. NATFHE's assistant secretary, Mick Farley, is a prominent member of the committee, and FE seems on the whole better represented than the interests - if they can be polarized - of primary and secondary, particularly as the committee's main link with the NUT, the union's education officer Alan Evans, was one of the earliest defectors to the SDP.

Practising teachers are certainly rather thin on the ground in the policy deliberations. As one committee member put it: "I looked round the room one day and thought 'wait a minute, there's not one person here who has actually taught in a school.' That situation has been remedied a little, but only a little."

The schools/FE friction within the committee can still occasionally rear its head as it did in the columns of *The TES* when former NUT president Max Morris hit out at the Socialist Educational Association plan to abolish A level, the brain-

child of Fred Flower. (Both members of the Labour committee, and ironically, were at school together.)

Of the 60 people on the committee, seven are NEC members, 10 front bench spokesmen, 10 members, two are on the Select Committee (its chairman, Dr Price, was one of those who unsuccessfully tried to write into the policy a clause charging ex-public school pupils full university fees; Cates Henry supported him), two are from the TUC office and five from affiliated unions, three are from the Labour Women's policy "as individuals". None is obliged to speak on behalf of an organization.

The rest of the committee is made up of assorted worries in the educational world. It is these people, members who are among the most regular attenders and who, in many cases, carry most influence. They are: Caroline Benn, Tessa Blackstone, Bill Bouden, Fred Flower, Max Morris, Henry Pluckrose, Eric Robinson, Stella Greenhall, former adviser to Mrs Wilson, the DES, and Laurie Buxton, former IZA maths inspector.

That is not to say that others without influence. Kathy Riley, the women's council representative and now a Parliamentary candidate, is responsible to a considerable degree for the abortive attempt to drop a policy on religious schools after she saw, as a teacher in effect, south London, the effect of a combination of Church schools and falling rolls was having on the intake to the schools and the 16-19 playing in the area.

And if one is to single out one other name responsible for a good deal of change in Labour's policy-making, it would be Graham Lowe, secretary of the Socialist Educational Association. An only marginally relevant body a few years ago, it played a key role in putting motions to Labour Party conference, endorsing the documents on private schooling and 16-19s which meant they would thereafter have to be regarded as party policy.

Having suffered at the hands of former Labour ministers and the DES before, Labour's education committee is determined this time to reap the fruits of its work. According to Bert Clough, "it will be very difficult for civil servants to check the manifesto commitments, backed up by detailed discussion documents. We are the only party which now has detailed policy and a vision."

PRIMARY

Survey team criticize approach to reading

by Julia Hagedorn

The teaching of reading is too often a mechanistic exercise where decoding is concentrated on to the exclusion of reading for meaning.

Furthermore, discussion between teacher and child is virtually non-existent because of the demands and interruptions made by other children on the teacher's time, the authors of a new survey on reading conclude.

Reading competence at 6 and 10, a survey of the styles of teaching reading in 20 Shropshire primary schools is the work of John Hagedorn and David Pryke. They spent two years looking, not at those children who find reading difficult - "the deficit model" which, the authors say, characterizes much of the language work in British schools - but at successful readers.

They conclude that "the approach from a deficit model influences teachers strongly, so much so that children, like some of the six-year-olds in our survey, spent much time doing things which they did not need and which are of little value."

Too much work, the survey says, is done taking words in isolation, divorced from the context. The

materials used in school now and published for the large part in the 1950s and 60s reflect the thinking (of those days) ... some of this thinking and some of the practices deriving from it are counter-productive to reading."

Of the 40 teachers, 36 did not make use of language experience approaches like *Breakthrough to Literacy* but relied on phonic and Look and Say methods. "The methods they adopt, because they are essentially mechanistic, often militate against the child actually enjoying reading."

Of the 20 infant teachers, 15 asked children to sound out a word they could not read; only three discussed its meaning.

At the six-year-old age range, the fact that any sort of material seems to work created its own problems. At the 10-plus age range, children were left alone to choose their own books.

Reading competence at 6 and 10, £1.25. The Shropshire Language Centre, Featherbed Lane, Market Hill, Shrewsbury, SY1 4QN.

Professionals 'damage confidence of parents'

by Virginia Makins

The recent explosion of professional "expertise" about young children undermines parents' own confidence and abilities says a National Children's Bureau paper on parenting.

The paper reports three Scottish projects which aimed to build up parents' confidence. One, an adult literacy project in Glasgow, started by local professionals telling the organizer that mothers were "only interested in booze and bingo".

The project rapidly found that the mothers' interest and concern about their young children provided the best starting point for adult education. Groups of mothers worked on an Open University parenthood course, learning mainly from each other. It was crucial that the organizers stayed as equal members of the group, and avoided acting as didactic teachers.

Both this and other projects found that many mothers' self-confidence was boosted by being members of discussion and study groups (often based on an OU course). Some went on to lead other groups, others to different kinds of adult education.

Erica De'Ath, development officer for the NCB Preparation for Parenthood project, says that many projects designed to involve parents have been attempts to share knowledge, resources, information, and decision-making with them.

She says that very few of the families using social services require skilled casework. What they need is practical help with money, housing or unemployment, and the chance to get practical support in bringing up their children that can be provided by other parents and volunteers, drawing on their own experience of life.

*Supporting Parents in the Community: £1 (incl. p&p) from the National Children's Bureau, 8 Wakley St, London EC1V 7QE. Two similar papers, *Working with Families, Services of Support and Evaluating Parent Groups*, have also been published in the Parenting Papers series: £1 each or £2.75 for the set of three.*

Caring atmosphere not enough

HMI reports

Virginia Makins on the clash between 'progress' and 'standards' at Madeley Court

Madeley Court comprehensive in Shropshire should stop innovating and concentrate on raising academic standards, according to HM Inspectorate.

But Mr Philip Toogood, the school's head who resigned two weeks ago, maintains that the best way to raise standards is to continue along the progressive trail that the school has been following.

The report contains details of sixth-formers found smoking and playing cards (in "school time", according to HMI, but strictly in breaks and lunch time according to Mr Toogood), graffiti, litter and an account of some fifth years who "found it difficult to produce a coherent sentence."

But the important criticism of the school, which runs through much of the report, is that its "young, thinking and committed" staff are pitching their expectations of pupils much too low.

The majority of the teaching seen made inadequate demands on pupils, with the result that most were performing below their potential in most subjects", say HMI. The school's "happy" and "caring" atmosphere was not enough.

Madeley Court, in South Telford, caters for more than 900 pupils, many from families who have acute social problems. Nearly half its pupils qualify for free meals, and five years ago an I.E.A. report on the area recommended extra help for primary schools trying to cope with many children's extreme difficulties.

Given the social background, HMI found examination results to be "fairly satisfactory." At O level 118 of the 210 subject entries ended with a grade A, B or C, and 35 A level entries secured 15 passes. Results at 16 were best in English language and literature and social studies, but poor in other subjects.

The school's policy is to teach as much as possible in mixed ability groups, to relate to the community, and to promote independent learning. In the first three years children work in "mini-schools", with their own team of teachers and open-plan bases for much of the work.

The mini-school teachers have considerable independence as to how they organize teaching for mathematics, English, science and social studies, and take responsibility for pupils' welfare and progress. They teach outside their specialisms - normally alongside a specialist teacher - to get a wider view of the curriculum.

HMI found the mini-school staff enthusiastic and committed, "commendably prepared to co-operate and arrange in-service training for themselves, and 'refreshingly candid' when they reviewed the working of the mini-schools.

But the report says that the children's work often lacked pace, and there was too little differentiation in teaching styles for different subjects. There were "marked differences" in the effort and commitment to work demanded of pupils in different mini-schools, and unacceptable gaps in some children's curriculum.

Levels of achievement "did not



Philip Toogood ... 'long way to go'.

HMI reports are available from the Department of Education and Science, Publications Dispatch Centre, Honeywell Lane, Stanmore, Middlesex HA7 1AZ. Also from I.E.A.s.

always provide an adequate conceptual base" for fourth and fifth-year work. The lack of specialist expertise in some of the teaching of English, French, mathematics and science affected standards. With an alternative form of organization, say HMI, all these could be taught entirely by specialists.

Help for children with learning difficulties was excellent, but HMI felt there was too little of it. Teachers providing remedial help had other teaching responsibilities, and only 10 per cent of first years got specialist attention, when 25 per cent needed it.

In the fourth and fifth years, HMI noted good work in social studies, home economics and drama, but said that a lot of the other work "lacked pace and rigour." In general, they found that the mixed ability teaching did not differentiate enough between pupils of different abilities. "Able pupils were unchallenged and performed accordingly."

HMI says that in the fifth year and the sixth-form, the school allows too many unqualified pupils to go in for GCE courses, and that the failure rate is unacceptably high.

The work experience programme for fifth years was "impressive": 95 per cent of fifth years took part, employers and the community were involved, and the work experience was followed up by tutors and some specialist teachers.

But HMI found that the formal provision for careers education was patchy. They were also very concerned by the lack of specific provision for religious education.

Pupils were "usually friendly and willing to talk," says the report. "They were often polite and considerate and their conduct during school lunch was civilized. At other times they could be noisy, thoughtless and boisterous."

A "notable feature" of the school was the way pupils at all stages were involved in running their affairs. The school's aim of involving all the staff in policy development was also fulfilled.

HMI conclude that "it is essential that agreed policies should be known and understood by all teachers and made to work." The management structure should be used to "monitor, evaluate and improve." The role of the head is "of paramount importance."

Mr Toogood, who leaves the school on April 30, said that the report was "fair, balanced and on the whole supportive." But he was concerned that it would lead to pressure on the school to reverse many of its policies, rather than building on them to raise standards.

"The specialist subject angle which HMIs bring to secondary schools can override the crying need for the personal development of students to be given pride of place in a school's objectives", he said.

"The current political pressure to intensify the specialist nature of the curriculum can have serious effects on many youngsters' eventual performance and willingness to take further opportunities for learning."

"Employers here seem to recognize our pupils' sense of initiative and readiness to learn - 12 per cent of our leavers find employment compared with eight per cent in Telford as a whole."

"The more specialist you get, the more you skew the system towards selecting for the next stage. You

make the gaps between children permanent at an early stage, instead of trying to lay the conceptual basis for each child's further learning. Children often advance very quickly when the time is right - but you won't pick up that development if they have already been convinced that they're no good."

Mr Toogood believes that mixed-ability teaching is essential, and the way ahead is to make it work better. "We've got a long way to go at Madeley Court - but we've also come a long way in the past five years."

Mr Toogood says the main reason he resigned was Shropshire's failure to make Madeley a community school. It was planned as one but the youth club and leisure centre on the site have developed under separate management.

"If the authority had the courage and determination to draw it all together under a unified management structure, evidence from community schools elsewhere suggests it would solve many of our problems", he said.

There would be less vandalism, local users would identify with the school, and parents of younger chil-

dren would see enough of the school to make an informed choice between genuinely different secondaries.

Two working groups to follow up the HMI report on Madeley Court School have been set up by the Shropshire county council education committee. One will consider the council's response to it, demanded by Sir Keith Joseph not later than May 3.

The DES letter asked the authority urgently to consider what steps should be taken to "improve the educational standards, management and environment of the school"; to ensure that the statutory requirements for religious education and collective worship were met; and to deal with "various areas of concern" mentioned in the report.

Another review group, under Mr Reggie Lloyd, chairman of the county council, will review the relationships between the education department and secondary schools, with particular reference to Madeley Court.

The report of the council's secondary education subcommittee, which recommended the working parties and was endorsed by the education committee this week, promised "immediate remedial action", to assess the situation and meet the major criticisms in the report.

But it also referred to the strengths of Madeley Court, "frequently mentioned" in the HMI report, and said that it was important that "no precipitate action" should be taken over the future of the school.

Education in prison 'needs updating'

by Hilary Wilce

A picture of formal instruction and out-of-date vocational courses emerges from the Inspectorate's first published reports on prison and borstal education.

Educational provision in Hindley Borstal, Wigan, offers little opportunity for shared learning, and is particularly weak in science, music, drama and health education.

To improve it, vocational and industrial courses need updating, teaching methods should be reviewed and staff should be given in-service training opportunities. All these improvements could be achieved by strengthening ties between the education department and other agencies inside and outside the borstal, the inspectors suggest.

However the inspectors note that their inspection took place at a time of major upheaval for the institution, which encouraged uncertainty and disturbance among both staff and trainees.

At Aylesbury Prison the inspectors found a lack of coordination between the groups responsible for education, and a lack of clear educational objectives. But remedial education was effective, and the prison's wing tutor system has potential.

Better links should be developed between the prison's education staff and local Buckinghamshire education services, the inspectors suggest.



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Announcements



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The Provost and Chapter of the Western Division of the Woodard Corporation have appointed Mr. J. C. Knapp, BA, Headmaster of Leeds Grammar School, Junior School, to the Headmastership of Llandaff Cathedral School as from the Michaelmas Term 1983.

Richard Garner reports on the annual conference of the National Union of Teachers in Jersey

Final call to phase out fixed term contracts

Leaders of the NUT will be giving an ultimatum to local education authorities to phase out the use of fixed-term contracts before August next year.

Delegates successfully pushed through an amendment to a motion instructing the executive to seek an agreement phasing out their use over the next year except in connection with maternity leave, secondment, long-term illness or to cover for a teacher taking up a new appointment the following term.

Ms June Shallice, from East London, proposing the motion, said the use of fixed-term contracts was "covering up the squeeze on the education service, a denial of status and in no way allowed the right to work in the future".

They were also discriminatory

against women - and she quoted figures which showed that there were 4,125 women in primary schools on fixed-term contracts and only 178 men.

Ms Jackie Houlson, from the City of Leicester, seconding the motion, added that they prevented probationers and young teachers from beginning their careers - when many of them had mortgage repayments to meet.

Delegates also instructed the union's executive to back teachers who refuse to cover for absent colleagues as from September this year.

The motion also urges the union's negotiators to press for full pay for the whole period of maternity leave, ten days' paternity leave on full pay and the right to retire at 55 with maximum enhancement of pensions.

Profession could become a casual workforce - Winters

The increase in the number of fixed-term contracts for teachers could turn the profession into "a casual workforce", Mr Don Winters, incoming president of the National Union of Teachers, told the conference.

The nature of teaching would be in danger of changing "from one of stability, long-term responsibility and permanent commitment, into one of short-term involvement, impermanence and quick turn-over", he said.

To suggest there was a surplus of teachers in England and Wales was a lie, he said, adding that DES statistics showed that the employment of an extra 60,000 teachers would be needed to get rid of all but 5 per cent of classes with more than 30 pupils.

"The truth is that if the Government and local authorities were to set themselves the target of having no oversized classes, they would find all available teachers would be employed and they would be looking for more."

"Under these circumstances it is an unforfeitable, monstrous wickedness that tens of thousands of qualified teachers are excluded from our schools."

He said that talk of natural wastage while 38,000 teachers were unemployed was "wastage all right - but I am damned if I am prepared to regard it as natural".

Mr Winters who is headmaster of Hydon Primary School, Blakelaw, Newcastle upon Tyne, also criticized the Government's planned voucher

scheme as intended to "undermine, destabilize and, eventually, virtually kill off" the state education service.

He gave a warning that Conservative plans to encourage parents to use vouchers to go towards paying fees at private schools would leave "a dwindling, poverty-stricken, shabby, poor-law, less-than-busic, public sector".

Putting Sir Keith Joseph in charge of education was rather like placing Lucretia Borgia in charge of a staff canteen, and Mr Wilson considered Sir Keith's attitude towards the young people of Britain the exact opposite of that of his illustrious Conservative predecessor, Lord Butler, who had been the main architect of the 1944 Education Act.

"If there is a hall of fame in the Department of Education and Science... a place where they hang photographs of former ministers and secretaries of state... I hope they will not be so insensitive as to hang Sir Keith Joseph's picture on the same wall as Rab Butler's", he said.

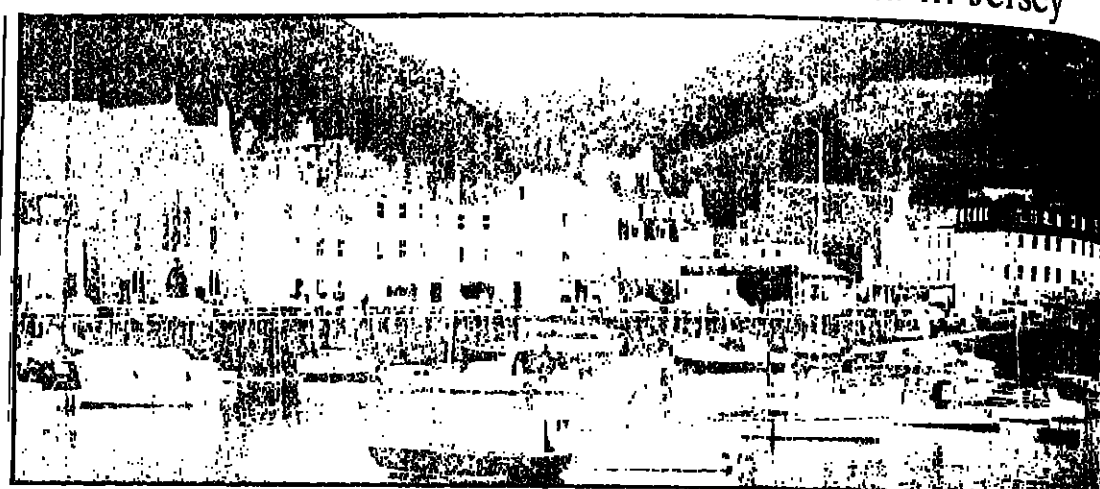
Teachers were working in schools with leaking roofs, broken windows, crumbling plaster and rotting woodwork. "We know all about the peeling paint, the loose tiles, the broken fences and the crumbling surfaces of the playground", he added.

"Nobody needs to tell us about the inadequate heating systems, the out-of-date electrical wiring, the long delays waiting for essential repairs, the generally unkempt state of most school buildings and the downright disgusting state of many. We know. We work there."

Special Education in Scotland

With the introduction on January 1 of the new regulations governing special education, there is an urgent need for all teachers to become more familiar with the challenges of teaching handicapped children, in the ordinary classroom as well as in special schools and classes. During January, The Times Educational Supplement Scotland published a series of articles on special education: how individual authorities are reacting to the new regulations; how parents are coping; a case study of an individual school; the implications for teacher training. These have now been reprinted in a six-page format and are available for 50p each (including postage) from the address below.

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Jersey - Idyllic Channel Island setting for stormy NUT sessions on peace, pay and pensions, and pensions.

Forces teachers may be privatized

A plan to put the employment of teachers in armed forces schools abroad into the hands of private agencies is being considered by the Ministry of Defence, a leading teachers' union leader has said.

The National Union of Teachers believes it could mean that 1,200 teachers who work abroad would be hired by short term contracts once their existing contracts had been completed - and that they may not even be paid for the school holidays.

Mr Doug McAvoy, deputy general secretary of the NUT, said that plans had been put to the Ministry of Defence, which engages and pays teachers in British Services Schools, by Treasury officials and was being considered.

He added: "The possibility of privatizing the employment of teachers would be of considerable concern to us."

"We don't want teachers to be hired as you would hire other people - such as cleaners - from an employment agency. We believe they should be employed on the same basis as they are in this country."

The union, which has some 500 members employed in West Germany, Hong Kong and Gibraltar, is planning to meet Ministry of Defence officials soon after returning from Jersey.

At present, teachers are recruited in Britain to work abroad on fixed-term contracts for a specified period - which can be reviewed. Others are locally engaged - sometimes at lower rates of pay than their UK counterparts.

Mr McAvoy added: "We will be approaching the Ministry of Defence immediately we get back to London. We want to meet them and we shall be saying we would be opposed to this."

A spokesman for the Ministry of Defence denied any knowledge of the scheme.

Tight rein on vocational training plan demanded

Teachers must fight "tooth and nail" any schemes under the Government's New Training and Vocational Education Initiative which they cannot monitor, the conference was told.

Mr Will Reese, from Coventry, calling for an emergency debate on the initiative, said the scheme was "one of the biggest threats to comprehensive education" the union had faced.

He proposed a motion expressing the union's determination "to prevent a re-emergence of the tripartite system".

The motion, backed by the conference, urged the union's executive to call an emergency delegate conference of union members in the areas involved in the scheme early in the summer to coordinate their approach to it - and to the Department of Education and Science's decision to give some local education authorities grants for "lower attaining pupils".

An amendment proposed by the Ealing association, which calls on the union to boycott the schemes, was heavily defeated.

Guard up on pensions

Teachers must be vigilant to ensure that the Government does not give plans for scrapping the linking of public service pensions. Mr Gordon Green, West Midlands executive member of the NUT, said at the conference.

He was supporting a union memorandum - adopted unanimously by the 1,800 conference delegates - which called for continued resistance to any attempt to weaken the present index-linking provision to teachers' pensions.

It also called for an end to any discrimination in the way the scheme operates. At present a man's pension transfers automatically to his wife upon his death whereas financial dependence has to be proved before a woman's pension can be transferred.

However, Mr Tim Lucas, a delegate from Leeds, said that single people such as Roman Catholic priests, divorced people, and homosexuals would still be discriminated against, even if this was lifted.

Disarmament motion ruled out of order

Delegates supported a ruling by Mr Don Winters, the union's president, that it was out of order to discuss unilateral disarmament at the conference.

Mr Winters claimed that parts of the motion on disarmament which called for opposition to the cruise

and Trident missile systems and supported unilateral disarmament, was outside the aims and objects of the union because it was contrary to a rule prohibiting political discussions.

A challenge to the ruling by Mr John Harrington, from Lewisham, was defeated by 125,000 to 101,000

when it was put to the vote.

The decision of this year's conference reversed last year's decision at Scarborough when delegates had overturned a similar ruling by the then president, Mr Alf Budd.

The conference this week heavily defeated a move to affiliate to CND.

White Paper debate rejected

An attempt by the union's executive to get an emergency debate on the Government's White Paper, *Teaching Quality*, failed despite a warning from Mr Jack Chambers, former president of the union, that its proposals would mean intervention in the classroom and a threat to teachers' conditions of service.

Special needs children 'may be worse off'

Children with special needs may well be worse off following the implementation of the 1981 Education Act if extra resources are not made available to schools, Mr Brian Rix, secretary general of the Royal Society for Mentally Handicapped Children, said at the conference.

Mr Rix said that Dr Rhodes Boyson, Junior Minister at the Department of Education and Science, had told a questioner in the House of Commons who was pressing for more resources for the implementation of the act that money "doesn't come from outer space".

He added: "Some of the money which goes into outer space might be put to more benefit if it was used to make the spirit of the Warnock report into a reality."

Mr Rix, who has a handicapped daughter, said the money was necessary to improve school facilities to allow handicapped children to be integrated into schools. The Act became law last Friday.



Brian Rix

Councils budgeting for salary rises of 4-5 per cent

L.e.a.s 'can afford more'

Local education authorities have set aside up to 5 per cent extra to meet the cost of teachers' pay rises this year, delegates to the annual conference of the National Union of Teachers have been told.

According to information NUT officials have gleaned from local authority budgets, most L.e.a.s are allowing for rises of between 4 and 5 per cent.

Some hard-line Conservative authorities - such as Hillingdon - have only set aside 3.5 per cent, which is the figure the Government has advanced in the rate support grant settlement for public sector pay rises.

But the information NUT headquarters staff are receiving from local branches of the union indicates that few L.e.a.s would be in financial difficulties if the management increased their 4 per cent pay offer to match the figure agreed in Scotland for teachers' pay - an overall 4.975 per cent increase made up of 4.5 per cent for everyone plus a lump sum

payment of £75 for senior staff. Talks resume in the Burnham committee, which negotiates teachers' pay, a week today.



Mr Fred Jarvis, general secretary of the NUT, said: "We know a bit more money will be forthcoming when we meet again on the 15th but we don't know whether it will be enough to get a provisional agreement or not."

Privately, union leaders are attaching great significance to the 4.8 per cent pay deal being recommended by civil service union leaders to their members. They say this shows the Government is prepared to sanction a settlement of such a

size - since it is the direct employer of the civil servants whereas it only has the power of veto on any teachers' pay offer.

Delegates to the NUT conference backed their negotiators' earlier rejection of pay offers of 3.5 and 4 per cent.

But amendments - one reaffirming the union's commitment to seeking restoration of the Houghton salary levels together with a campaign which could include industrial action to achieve this year's full claim of 15 per cent, and a second calling for a flat rate increase and industrial action - were heavily defeated.

Mr Fred Jarvis, general secretary of the NUT, said: "We know a bit more money will be forthcoming when we meet again on the 15th but we don't know whether it will be enough to get a provisional agreement or not."

The union will be forced by rule to hold a special salaries conference before it can ratify any pay deal.

School violence adding to stress burden of staff - union leader

Stress has forced many good and badly-needed teachers to quit their posts, Mr Fred Jarvis, general secretary, said in his address.

The first stage of a union investigation into stress would be published this summer and would show signs that it was a growing problem.

He said that teachers were now starting their retirement early "with a sense of relief and a feeling that the nobility has gone out of the profession".

Mr Jarvis went on to say that violence against pupils or teachers was "one of the elements in the increase of stress to which teachers are now subjected".

Earlier in his speech, he accused Sir Keith Joseph, the Education Secretary, of attempting to "cheat" Schools Council staff of their pensions and redundancy pay after the Government's decision to "assassinate" that body.

That decision, he added, was part of a deliberate plan to wreck the Schools Council, and move towards more central control of the curriculum.

He warned Sir Keith and Dr Rhodes Boyson, junior minister, that their tenure of office "will not be unlimited" and that the powers

they had used to control the curriculum - such as Sir Keith's decision to reject the criteria for the 16-plus physics examination - may be seized by "politicians as extreme in their ways as they are in theirs - who may not hesitate to use the powers and influence on the curriculum which the Secretary of State is acquiring".

Mr Jarvis also criticized Sir Keith for his attack on the quality of teachers, adding: "For every so-called 'incompetent' teacher, there are 100 who are frustrated by lack of time to do all they want to do and have the ability to do and who cannot give their pupils what they have a right to expect, who grapple with worn-out textbooks, clapped out equipment, ill-kept buildings, and growing insecurity in their employment".

Mr Jarvis also commended the union executive's decision to make it a rule of the union that it is unprofessional conduct "for a teacher to behave in a racially discriminating manner or to make racist remarks directed towards or about ethnic minority groups or members thereof". He added: "Let us hope that other teachers' organizations will follow our lead".



Mr Alf Budd: cut speech short

President reprimands gay delegate

A gay teacher was ordered to leave the conference platform after attempting to criticize the Jersey law banning homosexuality.

Mr Peter Bradley, secretary of the Gay Teachers' Group, was speaking on the formal vote of thanks to the States of Jersey for welcoming the NUT to the island.

He was interrupted by the outgoing president, Mr Alfred Budd, when he began: "I know it is most unusual to speak on a motion like this. I stand before you as a teacher, as a trade unionist and as a gay man..."

Mr Budd ordered him to stick to the motion and then warned him: "I'm not going to allow this speech to continue unless it adheres to the motion."

But, as Mr Bradley continued to speak of Jersey's anti-gay laws, Mr Budd replied: "I must ask you to leave the microphone."

The motion was eventually carried with about 40 people voting against it.

Meanwhile, the NUT's decision to hold its conference in Jersey is described as "callous" in a booklet, published by the Gay Teachers' Group and the Socialist Teachers' Alliance.

Authority's pay error cost teacher £7,076

A teacher has just won £7,076 in back pay to help him on his way to early retirement, the conference was told.

The teacher, Mr Trevor Payne, from Maryport, Cumbria, had been underpaid due to a clerical error by his local education authority following the reorganization of his school in 1971.

All teachers in Scale 3 posts before the reorganization should have had their salaries protected. Despite the fact that his school continually submitted his name as a Scale 3 teacher each year he was paid on Scale 2 rates.

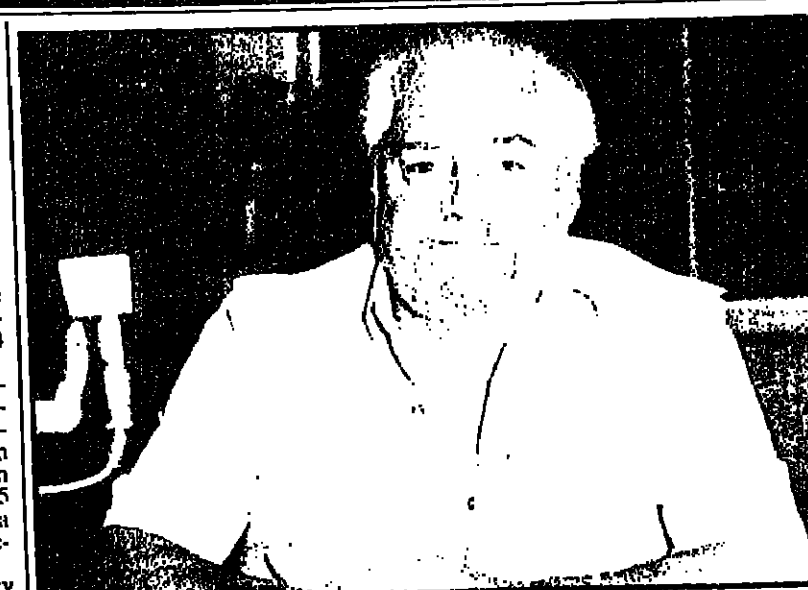
At first the difference was small and Mr Payne did not spot it. But by the time he applied for early retirement earlier this year the discrepancy had increased to £2,000 a year.

Mr Fred Jarvis, general secretary of the NUT, said: "I think it shows how important this aspect of our salaries work can be."

Peace camp

An attempt to get the conference to agree to an emergency debate on a women's day of action called for May 24 by the women's peace camp at Greenham Common was defeated.

However, several local associations - in London and the City of Leicester - have passed motions supporting the call and it is likely that in those areas women teachers will plan lunch-time and out-of-school activities.



Gerald Durrell: could he save the teacher unions from extinction?

David Lister tracks down one of the last refugees of the lesser spotted NUT delegate

Endangered species

Vote for Bore, the leaflets urged you as you entered the NUT's conference centre in Jersey. Was this a new competition to while away the hours taken up with emergency motions on procedure and procedural motions on emergencies - in which we could all vote for the windbag of the week. Alas no. This was a Mr Ken Bore, applying for election to the conference business committee.

And quite a lot of business that committee had to deal with, too, transporting 2,000 delegates to a holiday island. They all made it more or less intact, except the new president, Mr Don Winters, whose luggage got lost en route. Presumably his scheduled flight did as well, for the NUT had to charter a private plane to get him to Jersey in time to deliver his presidential address. There could be a couple of awkward questions about that if the subs go up next year.

All in all Jersey was, we were assured, cheaper than Blackpool. It wasn't raining or snowing. Of course, the real reason for choosing Jersey soon became apparent. The centre piece of the island is Gerald Durrell's conservation park for endangered species which he preserves for controlled breeding. Clearly the interlocking jungle warfare in the teacher unions has sent them running to Mr Durrell with a desperate cry for help. Only a month ago Rank and File was officially declared extinct and now the NUT itself (Professor Millants), facing falling teacher numbers, has joined the orang-utans and marmosets on the danger list.

Certainly the grammatical teacher is an endangered species. "Less and less teachers are teaching less and less pupils" declared one delegate. It must be the ending of school milk that caused them all to get smaller. Maybe it was controlled breeding. Little ones were certainly in the

minds of several delegates who wanted the union to press for enhanced maternity and paternity leave. "New fathers are encouraged to take a day off sick to be present at the birth of their children" said one man from Bristol. It's right. It is ridiculous. It's after watching a birth that you need a day off to recover.

Meanwhile the president successfully ruled out of order the part of a motion on disarmament which said that full support should be given to the World Disarmament Campaign. It was political and had nothing to do with education. While the ruling was being made delegates had time to read the executive's annual report which said that the executive would

Conference sketch

purse initiatives with "appropriate bodies like the World Disarmament Campaign." Confusing that. But variety is the spice of life as Jersey's most famous son, a Mr Heinz, might have said.

The NUT executive must be excused though. Its members are a little touchy at present. A representative of the Gay Teachers' Group announced through the hospitality of the press that statistics suggest that one in ten of the executive's members must be gay. (Mathematicians can have hours of pleasure with this sort of equation - three on every rugby field etc.)

But if Jersey is not among the most progressive places in the British Isles it has had its compensations for the tired and emotional teachers returning home today. It's not every year that you travel up to your conference hall by cable car. And it's not every year that you come back from it laden down with duty free.

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Youth Opportunities . . . pressure of numbers

The Youth Opportunities Programme has ended four times as big as it began and a lot wiser. It started out ahead of its time and finished some way behind what the country now expects for its young.

The programme was born out of expediency by what turned out to be a good deal of wishful thinking. It arose from the Callaghan government's need to find a respectable way of reducing what seemed, in 1977, astronomical youth unemployment figures.

The Manpower Services Commission, headed by representatives of the more progressive interests on both sides of industry and of education, and run by liberal-minded officials, saw the chance to get the funding to pioneer some kind of training for unqualified school leavers.

They were not the first to see the possibility of using youth unemployment as the opportunity for a new visionary extension of education and training. In 1976 Mrs Shirley Williams, then Education Secretary, returned from a conference with a paper which quite excited her. Drawn up by a leading Youth Service innovator, it set out a plan for a "youth opportunity guarantee" under which unemployed youngsters would be paid a grant to spend two years in various kinds of work experience, education training, community work, or even in sporting or cultural activities. The idea was that consortia led by the local education authorities should run the scheme.

Whatever hopes Mrs Williams might have entertained about funding such a scheme through her department, the realities of power were against it. Local authority autonomy had not yet come under serious challenge from Whitehall, nor were councils as desperate for cash, and would have reacted fiercely against the idea of grants tied to specific provision; and besides, the TUC was stubbornly opposed to letting the education service in on training, which it saw as a manpower matter to be dealt with by industry and the Department of Employment or its agencies.

So it was a working party of the Manpower Services Commission, headed by a young high-flier official, Mr Geoffrey Holland, which produced, early in 1977, a report outlining a scheme to provide opportunities for unemployed youngsters.

The working party set out its

The five-year Youth Opportunities Programme ended officially last week, but the memory lingers on, together for the time being, with several thousand youngsters soldiering on in its last projects.

YOP will go down into social history as the first acceptance by British governments of their residual responsibility for the fate of school-leavers. It has also been the first attempt on a national scale to provide some kind of learning for the young in the half-adult

world between formal education and paid employment. And it has emerged as the first confident challenge to the role of the education service as the nation's planner and dispenser of instruction.

But the legacy of YOP affects more than the historians. The experience of these five years is determining much of the shape of the Youth Training Scheme and the climate in which it is being launched, for better or for worse.

aspirations in terms which would not have come amiss from a group of mainstream educationists.

The programme is designed to bring to young people the kind of help they most need in the form they want it . . . we have little doubt that an investment in helping young people to acquire relevant skills and knowledge, abilities and attitudes will yield handsome returns and should rank high in the country's priorities.

The Government accepted the commission's recommendation that it should fund, from April of the following year, a programme which would provide up to six months of work experience with employers or in various kinds of projects, or of training in colleges and elsewhere for up to 230,000 youngsters a year. The programme, with an initial annual budget of £170m (c.f. the provision of nearly £1,000m for the first year of the Youth Training Scheme) should have been operating on the full scale by September, 1978: in fact it was only just getting under way by then, with the commission's officials having considerable difficulty in finding enough employers to provide work experience places.

Getting enough employer places was crucial to the scheme. The main groups on the commission believed that what the majority of unemployed youngsters needed most was to avoid the demoralizing effect of the dole and, if possible, get some experience of work under their belt and on to their record; and with only one leaver in five unemployed at that time they were probably right, since most of the youngsters would probably have found jobs anyway after a few months. It also happened that the budget was based on placing the majority of the participants with employers rather than paying colleges or youth organizations to take them.

The programme was intended to

take youngsters up to the age of 19, although it only guaranteed a place to unemployed leavers. But the need to meet that pledge, underwritten publicly by ministers, brought the commission's officials up against a choice that was to face them repeatedly throughout the first four years of the programme - and may now confront them in the build up to the YTS. The commission's critics call it "playing the numbers game".

The report of Geoffrey Holland's working party had promised that all places would provide "induction, planned work experience, an opportunity for training and further education and counselling". It also talked seriously about the need for monitoring to ensure that employers

Edited by
Mark Jackson

did not simply use the youngsters as a free substitute for ordinary labour. But to meet the target of places, Holland and his staff found they could not afford to pick and choose. And neither, they discovered, could they find or arrange enough facilities in colleges or elsewhere to provide all the youngsters with the extra elements they had promised.

Since in the end the scheme's ministerial paymasters would judge it primarily on its effect on the monthly unemployment statistics, the officials decided that they would go all out to find places, and hope to weed out the ones that were unsatisfactory later on. In fact, they never, in the four years when the scheme was operating as a six months programme, ever really managed it.

For the first year or so it did not greatly matter. Leaver unemployment was still largely a transient phenomenon, and three quarters of those coming out of YOP, even if they had spent their six months

loading supermarket shelves with no instruction of any kind, went straight into jobs or further training. In interviews at this time Mr Holland told *The TES* that he was determined to build up an effective monitoring system. He told the same thing a little later to the Commons Public Accounts Committee, alarmed by figures which suggested that a third of the youngsters placed with employers were displacing an ordinary employee. And he started to move officials into monitoring.

But the incoming Conservative government was highly suspicious of what it regarded as the less utilitarian parts of the programme - "what I call Yoppery, as distinct from work experience with employers", said the newly appointed junior employment minister, Lord Gower. The commission had to yield to pressure to increase the proportion of work experience places, and staff were switched from monitoring to this task. The same thing happened, as a recent session of the committee was told, again in later years: forced to find places for 234,000 leavers in 1980, and 295,000 the following year, the commission had to concentrate on numbers, while its top men went on insisting that their eventual target was quality.

But the TUC's own leaders, committed to the programme, were finding difficulty in holding the line against mounting criticism from the shopfloor and, in some cases, whole national unions. The agricultural workers finally forced the commission to set up a special system to reduce abuse of the scheme by many farmers, and there were protests from the showworkers and the builders: in their own battle with the Government over staff cuts, refused to allow YOP trainees into any of the government offices at all, including the MSC's own.

By the end of 1980 the criticisms were coming from a wide range of

organizations, and becoming potent enough to endanger the credibility of the scheme. Pupils and new leavers watched television interviews in which YOP youngsters described the scheme as a con: and some of the most damning attacks now come from the careers service, which has been repeatedly praised by commission officials and ministers for its essential contributions to the operation of the programme. The commission's officials responded by YOP - the part which Lord Gower and his colleagues had so distrusted. They drew attention to the museum work which was providing youngsters with attractive occupations, and to the college courses and training workshops which were teaching some of the real industrial skills.

The 1981 TUC conference was closer to banning all cooperation with YOP, but settled in the end by an insistence that its abuse by employers must be eliminated and genuine education and training provided. It helped to persuade ministers and the commission that the scheme was running out.

The Employment Secretary and the commissioners, in fact, needed no convincing that YOP had to be replaced. They recognized that a programme designed to get a majority of leavers through a short spell of unemployment as constructively as possible was inadequate now that the unemployed were close to being coming a majority. And Mr Hill had a strongly cherished ambition to be remembered as the minister who gave Britain its first coherent and comprehensive system of training for the 16-19s. The commission were about to publish, with his blessing, the plan for the New Training Initiative, which included the first proposals for a Youth Training Scheme when Mr Hill ceased to be Secretary of State. By before he went, he encouraged the commissioners to embark on the conversion of 100,000 YOP places last year into high quality twelve-month training programmes.

Most of those "New Training Places" will provide a nucleus for the YTS. It is ironic that after four years of crisis management, compromise, and apologetic improvisation, the Youth Opportunities Programme should have started to fulfil its promise in the twilight of its existence.

Study casts doubt on integration efforts

ISRAEL

Statistics indicating low achievement rates in reading and arithmetic have sparked social controversy. Benny Morris reports.

One out of every five Israeli third-graders does not meet minimum reading and arithmetic standards, and should not be passed on to fourth grade, according to a study published recently in Jerusalem.

The study has sparked a controversy among educators and YOP, but settled in the end by an insistence that its abuse by employers must be eliminated and genuine education and training provided. It helped to persuade ministers and the commission that the scheme was running out.

General Eliezer Shmueli, Education Ministry director, said tests given at the end of the previous academic year (1981-82) showed that 94 per cent of third-graders passed reading comprehension tests, and 89 per cent passed reading comprehension tests requiring understanding of more complicated stories. He added that 96 per cent of the pupils passed the arithmetic test.

The controversial study by Jerusalem-based educational researcher Dr Yosef Bashi also found that "some" children in the top seventh grade of the Yarden Primary School in Tel Aviv's disadvantaged Hatikva Quarter, (populated exclusively by poor, educated, and often poor, Oriental Jewish [Sephardi] immigrants), could not do third-grade arithmetic.

The Education Ministry during the past 15 years has based its efforts to better the education of the country's disadvantaged (immigrant, and often poor, Oriental Jewish [Sephardi] children) on a combination of enrichment programmes and bigger budgets for primary schools in exclusively-disadvantaged neighbourhoods (such as the Yarden School), and "integration" of children from disadvantaged areas with children from "better-off" areas.

But a second recent study, by Dr Dan Davis of the Hebrew University, has shown that despite Education Ministry directives and efforts to the contrary, schools in disadvantaged areas have received a smaller proportional share of the ministry budget than other schools.

A third recent study by Mr Nahum Blass, Education Ministry official, has shown that mixing pupils from extremely diverse backgrounds in junior high schools - a short-cut to "integration" - creates more problems than it solves.

OVERSEAS

Structural reform must wait

JAPAN

three junior years are geared largely to preparation for the competitive entrance examination to upper secondary school.

The Central Education Deliberation Committee of the LDP is now reviewing the current system, concentrating on proposals to combine

the two phases. However, the feasibility of integrating the two is complicated by several factors, according to a Ministry official. Lower secondary establishments are run mainly by municipal authorities, whereas most upper secondary schools are owned by prefectural governments. Furthermore, the aims and characteristics of each stage are different.

Mr Aki Nakajima, Director of the Education Ministry's Upper Secondary School Education Division, said: "Our policy is to offer standard educational opportunities with standard content until the end of lower secondary school and then to offer specialized courses at upper secondary level, to develop individual talents and abilities. Therefore, it would be impossible to

merge the two into one." Talk of structural reform is not new. Concerned about the transition from pre-school to primary as well as the two-stage secondary issue, the Central Council for Education, an advisory body to the Education Minister, 10 years ago advocated experiments on one or more models, but officials could not agree on which models to use.

Discussions then shifted to content and, subsequently, the curriculum throughout the school system was changed, ending with upper secondary in the academic year. Although the LDP is still urging trials on a new structure, Mr Nakajima believes there is no national consensus for reform.

Barbara Casassus

Family participation move

Parents agree on need for liaison

EUROPE

Parent power is on the move in Europe, following an agreement between parent organizations in the 10 countries of the European Community to cooperate on information and development. The decision was taken at a recent international conference in Luxembourg.

The conference focused on the school and the family, and for the first time brought together parent organizations from all over Europe. The organizations agreed to set up a committee to encourage international cooperation.

This decision was taken at an unofficial conference which met at the end of the official two-and-a-half day conference. The entire event was backed by the EEC, but the official conference was barred from passing resolutions.

Delegates to the main conference, who represented all aspects of education, agreed that increased partnership between parents and teachers was essential, and that more emphasis should be put on parental obligations. In all 10 countries parents are legally responsible for their children's education.

Parental involvement should be the very least include representation on school councils or governing bodies, the conference agreed, but parents should ideally be represented at every level of national education systems.

Legislation was needed to ensure participation. More emphasis ought to be given to home-school partnership in teacher training, and some state funds should be provided to ensure such participation.

Parent delegates later agreed that a parents' organization should be primarily concerned with the education and development of children, and not with the traditional concept of parent-teacher associations concerned mainly with such things as fund raising. Like the main conference, they laid as much emphasis

on parental duties as on parental rights.

Delegates to the main conference heard of a successful experiment in home-school liaison in disadvantaged areas of Coventry.

Mr Robert Aitken, the city's director of education, outlined a community education scheme, started in 1970, which now covers 45 per cent of Coventry. Under it, parents are encouraged to come into primary schools by outreach events, and by teachers visiting homes. Special parents' rooms are set aside in schools and parents are asked to help in the classroom. To encourage cooperation, workshops are organized for parents and teachers.

The schools involved are given additional staffing, resources and equipment, and teaching materials have been developed to meet local needs.

Parents are encouraged to hear their children read at home, and teachers have produced booklets to help them. Parents are also asked to help with homework projects.

Active parents have been trained as "parent education visitors", encouraging more reluctant parents to get involved with their children's schooling.

The result has been a noticeable improvement in children's achievements. Mr Aitken told the conference. Reading scores were above the national norm, and considerably better than could normally be expected for children from disadvantaged backgrounds. Children were confident in their spoken languages and showed good attitudes to reading.

One secondary school reported that the number of pupils lagging by two years or more behind their chronological age in five years. Some schools were now beginning to work on a "family curriculum", Mr Aitken said. Such a curriculum would involve as much activity and learning at home as at school.

Hilary Wilce

Threat to collective after loss at sea

DENMARK

Christopher Follett examines the position of the experimental Tvind schools in the light of public criticism, economic difficulty, and tragedy at sea.

The Danish Parliament is to debate the activities of Tvind School - the experimental school group - after a sea tragedy involving one of its training vessels, growing public criticism of some of its overseas operations, and allegations by politicians of economic irregularities.

Tvind School, founded in 1970 and situated near the town of Ulfborg, West Jutland, is a private organization run on kibbutz lines. With state aid, Tvind operates a group of 15 "progressive" or "alternative" school collectives at 10 centres throughout Denmark, catering for 1,400 pupils from the age of 14 upwards.

The Danish Ministry of Industry is carrying out an inquiry into Tvind's maritime activities after the sinking of one of the organization's training schoolers in a storm in the North Sea off the Netherlands. All on board - the crew of five and three schoolteachers - were drowned when the 58-year-old, 100-ton, three-masted training vessel *Actus*, went down in February.

The catastrophe came after years of criticism in the Danish press of the dubious seaworthiness of Tvind training vessels. Some press reports

spoke of poor safety and health conditions on board Tvind vessels, describing cases of schoolchildren mutinying on the high seas.

Of Tvind's remaining fleet of four ageing training vessels, only one has a certificate of seaworthiness, and the others are still stranded in ports in the United States and Central America waiting for repairs, or sailing permits.

Similar concern has been voiced about conditions in the three "travelling high schools" operated by Tvind. These schools offer youngsters aged 18 and upwards 13-month courses in cooperation with the Development Aid from People to People organization. After six months' training at home, groups of students go to Africa (largely to Zimbabwe, Mozambique, and Guinea-Bissau) to assist in development aid projects including the construction and running of schools and health clinics, and the organization of vaccination and literacy schemes. Some 800 participate in these projects annually and here again alarming press reports on the working and living conditions of the students have caused a public stir.

The criticisms of Tvind's economy are mainly centred on the school's so-called "Necessary Teachers Training College", which has an annual intake of 32. Mr Paul Joergensen, the principal of Tvind, maintains it is threatened with a huge operational deficit if closed to new students in the current round of teachers' training college cuts instigated by Mr Bertel Haarder, Denmark's new Liberal Minister of Education.

Access to French schooling ordered

CANADA

Ontario has decided to guarantee access to education in the French language for all its minority French population. Local authorities are already required to provide instruction in French "where numbers warrant", but the Minister of Education announced that she would introduce a Bill removing that escape clause from the Education Act.

Every school board of trustees (local authority) in the province will then have to schedule French classes, even if only one pupil applies. The board can provide the instruction itself or purchase the service from a neighbouring board.

The law will also be changed to require selection by Francophone electors of additional trustees wherever there are 500 or more Francophone students or when they make up at least 10 per cent of local population. In one small city in the mid-north, for example, 3,350 Francophone students make up 15 per cent of school enrolment and six out of seven trustees will be required (bringing the number to 26).

In central Toronto, on the other hand, there are just 500 French-speaking students (1 per cent of enrolment), but four trustees will be added to bring Toronto's inner-city board to 30. The new trustees will make all decisions about the French

language schools and participate in decisions about the rest of the system.

The Minister's announcement came one day after Canada's Commission of Official Languages criticized Ontario (among others) for dragging its feet on French education and after many years of strong lobbying by the Franco-Ontarian community. The commissioner pronounced himself delighted with the Minister's announcement, but the Franco-Ontarians announced they would go to court to attempt to get independent French boards of trustees.

Les McLean

NEWS

Threat to less able in Wales

by Biddy Passmore

Provision for less able children in Wales is getting better - but could be jeopardized by greater parental choice and the publication of exam results, according to a new report from the Schools Council.

It shows that the very mechanisms that are pushing the principalities' worst schools to do better could also have damaging effects for the "low achievers".

Publication of exam results could encourage a further concentration within Welsh schools upon the more able child, where an investment of effort will bring its greatest reward, it says. And greater parental choice under the 1980 Act is draining some schools of bright pupils as parents opt for "good" schools. It says this is becoming highly prevalent in Cardiff but is also spreading into parts of Mid-Glamorgan, Gwent and West Glamorgan.

The report, *Schooled For Failure*, by Mr David Reynolds of University College, Cardiff, is a summary of a two-day Schools Council conference on underachievement in Welsh secondary schools.

It says there are "signs of stirring" from those schools where performance has been worst. More and more children are taking CSE Mode 3 and City and Guilds exams, for instance. But Welsh education authorities should make more effort to evaluate input and output and subjects "should be taught in a way more related to the local community".

Welsh pupils have consistently scored lower in public exam results than their English counterparts, with a much higher proportion of Welsh than English pupils leaving school with no qualification. This has traditionally been ascribed to the Welsh grammar school tradition with its neglect of the less able.

The new report confirms the view that Welsh secondary schools are "less effective" than English secondary schools. But it says able children, from favourable catchment areas also perform less well than in England. This may be because grammar schools in Wales covered a much wider ability range than in England and were therefore less likely to push clever children hard, a tendency which may have

persisted in the comprehensive schools that replaced them.

It gives evidence that Welsh primary schools may also be at fault. Previous results from the Assessment of Performance Unit surveys of language and mathematics had shown Welsh children scoring higher than their English counterparts at 11, but Welsh performance has since got worse. He suggests this could be either because Welsh primaries have become less effective or are becoming less traditional.

Mr Reynolds rejects the notion that the principalities' poorer performance could be related to poor home background. The proportion of Welsh children from disadvantaged groups - poor housing, low income, and a split or large family - is at 5.8 per cent, the same as the British mean and much lower than Scotland.

New evidence also shows that educational underachievement is becoming much more variable within Wales. Mr Reynolds says, so that the difference between Welsh authorities is now probably greater than that between England and Wales.

Department heads should sit in on colleagues' classes

by David Lister

Heads of department must go into the classrooms of other teachers, listen to their lessons, and offer them advice and training afterwards, Mr Bob Jones, the civil servant in charge of education at the Welsh Office, said this week.

Speaking to a meeting of Welsh delegates at the National Union of Teachers conference, he said: "There has been a great reluctance of teachers to intrude on a classroom in his class. A teacher's in HMI reports how often a head of department doesn't know what a junior colleague does, and HMIs tell me there is a great reluctance to intrude. This is an area calling for tremendous tact and diplomacy but it is an area where we can achieve a lot."

Mr Jones, under-secretary at the Welsh Office, admitted that in Wales there was "clear evidence of a degree of underachievement, a

lot of it arising from low expectations by teachers."

He added that in Wales 70 per cent of teachers were young enough still to be in post at the end of the century, and the problem of in-service training had to be tackled in the next four years.

He emphasized the urgency of this with figures showing that barely one in 100 teachers in Wales were going in for the long DBS course of in-service education. The figure for England is only slightly healthier, with 3 per cent of teachers going on such courses.

Mr Jones said that in Wales women were especially reluctant to go on these courses because of family commitments. The ratio of women to men in English and Welsh primary schools is three to one, he added.

Because of this ratio, long courses were really not practical and there had to be more experimenting with school-based training.

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Tips for Sir Keith? ... Paul Eddington and Nigel Hawthorne in *Yes Minister*

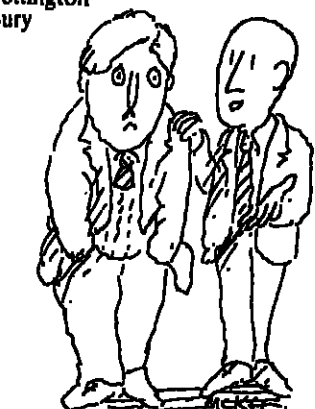
Loyalty is the key to a good school

Sir - Your headline, "Staff should be shifted regularly" (TES March 25) typifies the ignorance of this Government in general and Sir Keith Joseph in particular. They are always pontificating over standards of excellence, but seem totally unaware that these very standards are themselves dependent on relationships, stability, trust, continuity and the ethos and tone of the school - as well as skilful teachers. I've been a teacher for 34 years - the last 15 of them as a head - in both the private and state sectors.

At all the five schools where I have worked, any success we have enjoyed has been entirely due to the loyalty of the staff to the school, to the children and to one another. Would this loyalty be possible if we were liable to be shifted around at regular intervals?

Sir Keith Joseph should watch the programme *Yes Minister*; he might learn a thing or two.

BERNARD EMBLEM
1 Birchen Bower Walk
Tottenham
Bury



Don't feel badly about being moved, Jason, look on yourself as a trend-setter

Heads' unity

Sir - On your news pages last week in the issue dated March 25 was a report that a merger was under consideration by the National Association of Head Teachers and the Secondary Heads Association in order to provide a united professional association which could speak for heads clearly and authoritatively. This is perfectly true. The 1981 NAHT annual conference mandated the council of that body to seek to achieve unity with SHA, although at all times during the intervening two years NAHT has been extremely careful to insist that it has no wish to engulf SHA but feels keenly the need to establish, over an appropriate period, a single heads' grouping which will quite specifically and in organizational ways at both national and local level cater for phase interests such as, in particular but not exclusively, primary and secondary. That is the plan that was put to SHA almost a year ago and which NAHT earnestly hopes may come to fruition in the reasonably near future; certainly many members of SHA or dual members of both of

the present associations have made representations to my general secretary asking him to negotiate. Your article indicates policy differences between us and singles out management style for specific comment. I spoke about headship management at a recent widely publicized Industrial Society conference on headship training and on that occasion I rejected the *primus inter pares* concept expressed without amplification as simplistic.

In no way, however, do I accept Donald Frith's view of NAHT as "a distant management" group and I do not believe that any NAHT members see themselves in any other way than "as professionals working as part of a team". How can you possibly manage a school distantly today? To manage it successfully at all you need to call upon every professional human resource at your disposal and to weld those resources into a professional team. But that does not mean that the status of heads in the educational system of the United Kingdom is in any way altered - and I stress the UK system because it differs radically in terms of the central role of

heads of schools from the systems of, for instance, all other EEC states. In this country heads are appointed as such and are paid more than their colleagues because they are in post to initiate, to innovate, to control, to interpret - indeed to promote the interests of many sections of the school community but to act exclusively for none. The role has never in this country been seen as one simply concerned with passing on either guidance or instructions. That would essentially be the *prime inter pares* role.

The British expectation of heads of schools is far greater than that; it is that a head must exercise his or her personality and very soul in order to mould and shape a distinctive institution which is moulded and shaped in the interests of the perceived local community needs. In Britain the school... is the head... is the school. What a responsibility and what an unparalleled opportunity that gives us.

JOHN SWALLOW
Vice-president, NAHT
Head of Ongar Comprehensive School, Essex.

Assembled worth

Sir - Much has been written recently about the need or otherwise for an assembly to start the school day. However, the crucial factor is still unresolved and indeed the whole point of an assembly has not been questioned. Why did Mr Butler and his colleagues see it as appropriate and necessary to instigate an act of "collective worship" and go so far as to make it a legal requirement of every school?

As I see it the "point" is very simple. We are all individuals who are members of a family (blood relatives or otherwise) and these families are members of the community and the collection of communities forms the state. It is necessary to be reminded frequently that we do in fact belong to a greater whole, that we are not an "island unto ourselves", that we are all members of a larger community and we owe a responsibility to that larger community. The assembly is the opportunity in the day for all the children

(and staff) to come together to be reminded of the greater whole to which we all belong.

The second point I would like to raise is the meaning of "worship". Skeats (*Etymological Dictionary of the English Language*) notes that "worship" is merely a reformation of "worth-ship". Worship is the act by which the "worth" of something is recognized. The "worth" of God is well worth praising and acknowledging but so is the "worth" of the individual pupil and the school at large - worth acknowledging and praising.

As I see it, the assembly is the one opportunity in the day when we can all come together to acknowledge the worth of anyone or anything (in particular the Supreme Being) which reminds us of our membership of a greater whole.

R T McNEILL
Head of Lower School
St Wilfrid's C of E High School
Shakespeare Street
Blackburn

At what cost?

Sir - I was very disturbed by two items in the edition of *The TES* for March 11: one was a letter from Bill Bonnen of the CBI, the other a MSC report in a news feature by Dick Wilcocks.

It seems that, as the welfare state goes down beneath the onslaught of monetarism, its enemies are gathering for the kill. Bill Bonnen states that he sees "no place for education merely for its own sake", and that "educational purists" who parade the liberal education banner in our schools are naively misguided.

As I continued to read this letter, I felt an increasing sense of gratitude to the "educational purist" liberal education has been given fair trial - in Nero's Rome, perhaps? liberal education, but of the hard-sell language of the battlefield: "the very mastering of the MSC push into secondary education", "MSC

Pay justice

Sir - The 4.5 per cent pay increase to all Scottish teachers seems fair enough, but what about the further 0.475 per cent to be added to upper salary scales? Is this really the right, just and most sensible way of distributing the extra cash? With no knowledge of the Scottish teacher salary scales I cannot answer this.

If a small extra percentage is made to a certain group of teachers in England and Wales when their 1983 pay claim is finally settled, who will it go to? I remember a few years ago, an extra 0.5 per cent went to the higher-grouped head and deputy head scales. I have never been able to see the wisdom of this, especially when there are so many anomalies in the salary structure of the lower-grouped head and deputy head scales. In these categories, many have to take a cut in salary to gain "promotion".

Take for example the difference between scale 3 and deputy head group 4 which now stands at £501. Many teachers do make this step and take this cut in salary. But that is not all. If the group 4 school of which they have become deputy head was recently in group 5, one member of staff is likely to be on scale 3 earning more than them.

With a 4.5 per cent increase across the board the gap between these two scales would widen to £524. Restructuring has been on the cards for some time now, but unfortunately is to be left out of this year's pay claim. If this sort of anomaly is to be rectified in the future, why not start now and divert any extra money to phasing them in and make the job of the future slightly easier rather than more difficult? So please Burnham, look ahead!

J. R. HYDE
18 Roslyn Close
Brighthelm
Herts

Staying put

Sir - In a recent book for sixth-form geographers published by The Meridian Group, it is wrongly stated that Bedford College geography department has relocated at Egham. It may be helpful to your readers teachers and students alike, to know that we are still researching and teaching in Regent's Park and that we will not be moving to Royal Holloway College, at the edge of Windsor Great Park, until 1985 according to present plans. Despite continuing heavy application rates we shall take the trouble to ensure that our move is well planned and publicised and that it has minimum disruptive effect on our undergraduates.

Contrary to the impression created by this book, we shall continue to teach the usual spectrum of undergraduate courses while sustaining our special interest in the human and physical geography of the Third World.

PROFESSOR J B THORNES
Geography Department
Bedford College
University of London

technical/vocational injection

"pointless package", "mechanism". I was still thinking about Mr Bonnen's use of imagery when I went into a drama lesson that morning, and resumed work on my contribution to the "pointless package". None of the pupils involved are particularly able in any academic sense, but they love drama and work at it with the dedication of professionals.

Which particular "thrill" of the MSC's "push" I would like to know, will enhance tolerance, consideration, cooperation, sensitivity, imagination, confidence, among the young?

And Colin King? He spoke, apparently, of "the failure of three thousand years of liberal education". I would like to know given fair trial - in Nero's Rome, perhaps?

NICHOLAS MCGUINN
1 Cooper Lane
Holmfirth
Huddersfield

Alarm for science

Sir - You report (March 18) that the National Association of Schoolmasters/Union of Women Teachers, plus physics concerned with the consideration of the social and economic issues arising from the application of scientific knowledge, makes alarming reading for many science teachers who regard these aspects as essential to the education of our future citizens.

The core content of the chemistry criteria contains a section on "social, economic, environmental and technological contributions to the development of chemistry" which, it is stated, should "permeate the teaching" of the more traditional content. This section, taken together with "chemistry in industry" is an assessment weighting of not less than 30 per cent of the total assessment for 16-plus chemistry. The emphasis was emphatically endorsed by teachers, examination boards, professional organizations and learned societies commenting on the draft national criteria a year ago. It is recognized that the only way to ensure teaching of the economic and social aspects and effects of science is to include these in the examinable core of the school science curriculum.

Some teachers are, however, reluctant to include such issues in 16-plus chemistry and physics courses. This is partly due to a genuine concern that more able pupils may not receive a firm enough grounding in scientific concepts and principles to enable them to succeed in the more demanding aspects of the curriculum. There will never be a more suitable time to counter both these objections while both A and O level core content are under discussion.

As you point out, the most disturbing aspect of Sir Keith's action is his rejection of the informed professional judgment of his advisers practising teachers and others actively involved with science education at all levels. In the recent Green Paper his own department stressed, in its plea for science for all pupils to 16-plus, that they should be introduced to "the scientific basis of the technology which pervades their lives and helps to create the country's wealth" and "to relate scientific discovery to the economic, political, social and practical issues of modern life".

The Royal Society study group also considers that science teaching should "be compatible with a greater understanding of what science is, about its impact on society". Those of us who have argued for the inclusion of these aspects in the curriculum have done so on the basis of the national criteria can take comfort from two factors. The only schoolmaster (as distinct from head teachers) on the new SEC is the eminent John Lewis, the initiator and chief exponent of the Science in Society project which has given so much impetus to, and teaching ideas for, such work in schools. Secondly, it is fortunate that the examination boards have sufficient autonomy to incorporate these ideas from the national criteria in their proposed new 16-plus syllabuses without waiting for ministerial approval.

Perhaps the saddest feature of Sir Keith's action is the lack of trust shown by him in the professional judgment of science teachers. We have come through the rigorous training of a science degree, incorporating the scientific method in extols, to the chalkface.

Science teachers should, more than any other group, be able and willing to impart these skills to their pupils, not merely in limited laboratory situations but also in the wider issues concerning their lives. All our education so that they may achieve an awareness of science and the need, as educators, to be able to make informed decisions.

FRANCESCA GARFORTH
151 Newland Park
Hull

Cane blame

Sir - I suppose it was predictable that the pro-beating teachers' union, the National Association of Schoolmasters/Union of Women Teachers, would blame the recent increase in the number of suspensions in Inner London on the abolition of corporal punishment in the capital's schools ("LEA secondary school suspension figures spiral", March 18).

NAS/UTW, hns of course, ignored three crucial points: 1. That new suspension procedures were introduced in April 1981, and it may well simply be the fact that more suspensions are actually being recorded than was formerly the case;

2. That the statistics include figures from the voluntary aided schools, where corporal punishment has not been banned;

3. That the average length of a suspension has declined from six to three weeks.

It is ludicrous to suggest that non-beating schools suspend more pupils. In fact, a recent report by Cheshire's chief education officer gives details of a statistical survey, and concludes: "... those schools using corporal punishment more frequently tend to be also those most likely to suspend pupils as a sanction".

TOM SCOTT
Education Secretary
The Society of Teachers Opposed to Physical Punishment
18 Victoria Park Square
London E2

Folly and shame

Sir - It is disgraceful that a teachers' union should start a campaign against the cane (TES, March 18). Modern knowledge of child psychology has enabled us to be much more judicious in the use of all forms of punishment, so that an action appropriate to the child and its deed can be taken, with greater potential effectiveness than before.

To remove one such appropriate sanction is a folly, however. Many children learn the basic animal truth that might prevails. To the type of child who cannot develop a more humane attitude by acts of persuasion it becomes necessary to demonstrate that there is always a greater might. For many, the quick slap or even one, two or three strokes of the cane is enough. Note that I say "for many". We all know that you cannot reach all children this way, but such an argument is frequently used by such agencies as STOPPP - who in my opinion are the single most destructive element in education today - to apparently show that corporal punishment is not effective - yet I have grown weary waiting for such do-gooders to produce the magic formula to deal with persistent miscreants.

The emotive use of the word "beating" that the anti-cane brigade favour indicates the lengths to which they are prepared to distort facts, and language - to pursue their ends. Even six strokes of the cane cannot be said to be "a beating". Try cleaning a carpet by hanging it over a line and "beating" it six times!

As to corporal punishment not being a deterrent, I do not believe myself to be so unique that I was the only child in creation to view the risk of a caning as sufficiently real to keep me more or less on the straight and narrow; but I was not in fear of it, suffered no detectable traumas, and managed, despite having to live through such a reign of terror, to secure a university place. Shame on the NUT. We need a new group: STOPNUT?

TOM TRUST
8 Beachview Flats
Portsmouth
Hants

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Port in a storm

Sir - I take it that all that port was too much for Aristides (TES March 25), that he should have so missed the point of my address to the Dickey Trust conference, and that he should have gone on to misrepresent what I actually said.

In no way did I "launch into a full-blooded attack on the state system". I emphasized that the problems I referred to determine the character of a tiny minority of schools.

But if the one school your child is zoned for is such a school, and you are denied effective freedom of choice, then it is little comfort to hear of all the other schools elsewhere which do put themselves out to make themselves attractive to parents, and which do embody the "recreation of community" within the state system for which my speech made a strong and serious plea.

Too serious, I agree, for an after-dinner speech.

PROFESSOR JOHN HONEY
Leicester Polytechnic

Aristides writes: Only one tiny glass of port had passed my lips.

Meeting Muslim needs

Sir - Your reporter Bert Lodge has been trying over the past few weeks to generate a shock wave among your readers by repeatedly describing the Bradford Muslims' desire to obtain voluntary-aided status for some schools as a "takeover" bid (February 11, 18, March 25). The matter could equally have been described as a bid to shoulder a societal responsibility. Note the unfairness of his reporting in that he has consistently presented just one side of the case. The only reference made to the other side is a heavy-hearted admission that the bid is, at least, not outside the law.

Shouldn't he, in all fairness, have presented an analysis and a history of the failure of the system, over the past two or three decades, to meet the Muslim educational needs? Shouldn't he have shown how thousands of Bradford immigrant children have for decades been educated with little regard to their religion and culture? Shouldn't he have given us statistics to show the number of Muslim teachers trained and employed and Muslim head teachers appointed in Bradford where some 15,000 children are Muslims?

The Bradford case, considered calmly, amounts to a large minority community whose religious, linguistic and cultural needs in education are recognized in principle but not met



Keeping the ball rolling... Top coaching for promising youngsters from Don Wilson at Lords.

Improvise training

Sir - In support of Neil Macfarlane's comments (TES March 25) I should like to say in spite of a lack of cricket facilities in many parts of the country, much can be done if teachers and children retain an interest in the game.

Even in state primary schools with only tarmac playgrounds training sessions can take place using sprung wickets, inexpensive training bats, pudding balls, and a reflex

trainer (substitute slip-fielding cradle). Traffic cones can be used to mark off sections of the playground when it is shared by other children. Of course, the grass 'feel' will be missing but all of the basic skills can be practised.

If possible, a daily 30-minute training session before school starts does wonders for a school team.

L W W MOORE
Cricket Secretary
Islington Primary Schools' Sports Association

Failed the Test

Sir - I have just come to terms with the view that I was responsible for the economic ills of Britain by not teaching those skills that industry needed.

My agony has been reduced a little by the views of Brian Salter and Ted Tapper (*Education, Politics and the State*, 1981) that it was simply a way for the DES to legitimize its ideology of greater central control.

I became desperate, once again, when Dr Rhodes Boyson announced that I was responsible for the unrest in Toxteth, Brixton and Bristol, by my refusal to teach RE in a traditional manner.

But now Sports Minister Neil Macfarlane tells me I'm responsible for the failure of Bob Willis's gallant cricketers in Australia (TES March 25). Yes, OK, I'll come clean - it was me!

TREVOR EASTON
Department of Educational Research
Lancaster University

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Geoffrey Holland... blunt words

YTS carping

Sir - According to your report by Diane Spencer, "MSC advisers on places target" (TES, March 25) - which covered Valerie Bayliss's address to the Association of Vice-Principals conference - our latest "target" for attack from the eminent college academics is industry for failing to deliver an adequate number of Mode A places despite making all sorts of promises of "making all the difference". The sting, of course, is in the latter charge which must be rejected outright.

Frankly, I find the continuing carping about YTS within the further education sector not only unconstructive but totally tedious. In reality, I suspect that colleges are still, in the latter charge which must be rejected outright.

While there still remains some doubt about securing the projected double balance of places (ie between Mode A employer-based and

formal green light - marks a major achievement in the marketing operation triggered jointly by the CBI's Special Programmes Unit and the MSC in November 1980. In this respect, a key and successful mechanism has been the running of YTS conferences for employers. UK-wide and, clearly, such ventures have provided a useful forum at community level for all appropriate parties and agencies to pick up the hard mechanics of the Youth Training Scheme in order that they might be better equipped to assess and plan the nature of their respective inputs.

It really is quite remarkable that our vice-principals "fear" that they will be expected by employers to provide "packages of courses in the 'drop of a hat'". Presumably the public sector (like the private sector) is aware of YTS baseline criteria which will assist colleges in drawing up broad but industry-related programmes which can be modified to key-in to a company's training schedule. If not - both the CBI/SFU and the MSC have built up a substantial stock of suitable and adaptable model schemes which can be made available to colleges for their guidance.

BILL BONNEN
North East London Sector
CBI Special Programmes Unit

More equal opportunity

MICHAEL HARDY

At Stainsby School, a mixed comprehensive of 1,100 pupils, my philosophy has been to establish equality of opportunity for boys and girls for men and women staff. This has gradually been achieved over the last eight years.

In the first three years the curriculum is exactly the same for all pupils irrespective of their sex. Boys and girls study the same subjects together and, except for physical education, in mixed classes.

In craft and home economics there has been no increase in the amount of time allocated because of timetabling, staffing and rooming difficulties. Consequently there has been a restriction on the work which can be covered in these subjects. The work schemes for the first three years have had to be rewritten and both departments are somewhat hard-pressed in later years as a consequence. Both boys and girls experience all aspects of the work in each department. The staff in these departments have accepted the situation but regret the pressure caused by the reduction in teaching time for each pupil.

In the third year some pupils study typewriting. Again there is no distinction between boys and girls and the classes are mixed.

Boys and girls are separated for physical education with the exception of some swimming classes. This is now the only subject with any difference in the range of opportunities offered to the two sexes. The reason for this is partly because

of traditional attitudes but mainly because of the different developmental needs of boys and girls in this area.

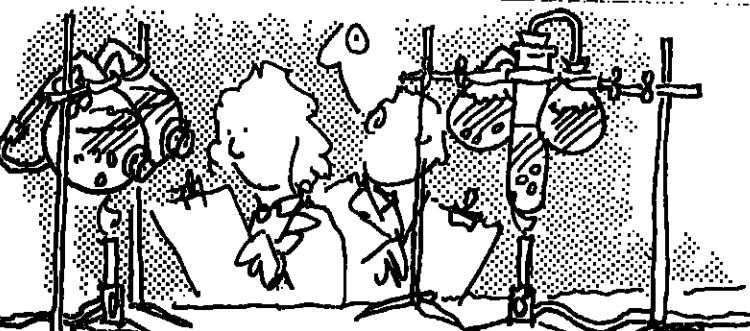
For their fourth and fifth year studies all pupils choose six option subjects in addition to a compulsory core (English, mathematics, physical education, religious studies, careers). Each boy or girl must include one arts subject, one science subject and one practical subject in their choice of options. All subjects are open equally to both sexes and there is no attempt to influence them to make traditional choices. It is probably true to say they are encouraged to do otherwise.

However, more boys than girls still opt for craft and the reverse applies to home economics. This year 10 per cent of the pupils in home economics classes are boys, and 9 per cent of those in craft classes are girls. No boys opted for needlework or typewriting and few girls for technical drawing. The uptake of girls into physical sciences has been good and is probably influenced by the fact that the heads of both the physics and chemistry departments are women.

In all other aspects of school life there are equal opportunities for both sexes. There is a prefect system with similar numbers of boys and girls and they all cover the same range of duties. There is an extensive range of extra-curricular activities and they are all open equally to boys and girls although occasionally an activity such as a residential visit has to be restricted to one sex because of staff availability.

Careers guidance is given to all pupils in mixed classes and care is taken not to emphasize traditional career paths for each sex. Boys and girls are encouraged to find out about possible careers in fields traditionally regarded as for the other

sex and a few do pursue them later. The school attempts to present equal opportunities for both boys and girls. Where there is a choice they still tend to move along traditional paths and it is probable that the influence of the home plays a large part in this. The locality still tends to have a male-dominated ethos and this has an effect. There have been occasional difficulties with parents who have been upset by the arrangements. There have been fathers demanding that their sons be given "men's work" rather than cookery and needlework, and mothers who have not wanted their daughters to get their hands dirty handling tools and machines. These have been seen and told that it is a good thing.



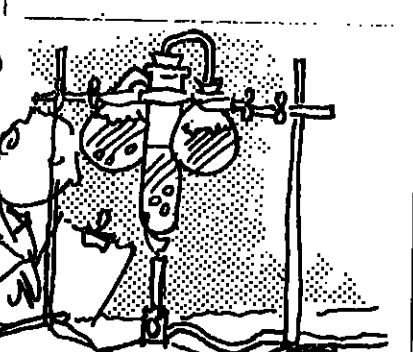
They have not always been fully convinced however. The school has tried to present the case for equal opportunities to parents when their child is about to become a pupil and over the years fewer objections have been heard.

We distinguish between sex equality and sex discrimination. It is for example, considered correct and proper for there to be differences in uniform for girls and boys, for boys to be polite in a traditional way to ladies and to girls, and, for boys to carry out tasks requiring greater physical strength. There are distinctions

made, mainly for organizational reasons, in such things as class lists, cloakroom allocations and physical education groupings. Corporal punishment has been occasionally used for boys but not for girls, and in this respect sex discrimination has existed. This feature is about to be phased out.

Staff responsibilities are allocated as follows:

	Men	Women
Total Numbers	1	1
Head	1	0
Deputy Heads	1	1
School Teacher	1	1
Scale 4	1	1
Scale 3	1	1
Scale 2	1	1
All posts above Scale 1	20	22
Heads of Dept.	10	10
Pastoral Heads	1	1



With the exception of the deputy headships and in physical education there has been no deliberate attempt to appoint men or women to particular positions. This has led to some imbalances in a few departments. English is staffed by seven women and geography by three men. Modern languages has three women and one man. The home economics staff are all female and the craft staff all male. The school has had until recently, however, a lady craft teacher.

On the pastoral side there has been little division into male and

female responsibilities. The heads of year deal with the whole of the year group irrespective of sex. A man or woman may handle a particular case if a special need is apparent.

The staffing policy has probably influenced the attitudes of both men and women in positions of responsibility. The two female heads of the physical science departments have encouraged more girls than usual into these subjects and further studies, and there has been no decline in the number of boys. The female deputy head is a scientist and helps with careers teaching and guidance which may also influence girls and cause them to look at some careers previously regarded as male territory. The female head of careers has also had an effect on the occupations considered by girls. When the school had a female head teacher the attitudes of boys and girls were clearly changed.

There has been an effect on examination entries and results. A substantial number of girls have taken physics and chemistry and have been successful in craft. About equal numbers of boys and girls have proceeded to sixth-form studies.

Pupils seem to see nothing unusual in a situation where both men and women have equal responsibilities. They may see that for some situations a particular man or woman may be the best person for the job (but this is really related to their ability and expertise rather than to their sex). Staff also seem to accept the situation and some have commented that opportunities for both pupils and teachers appear to be fairly distributed.

Michael Hardy is headmaster of Stainsby School, Middlesbrough.

Starting the term

SUE PALMER

We have a few general terms, such as "integrated day" and "project method", and a lot of useful technical terms for describing the elements of essential subjects ("decomposition" in maths, for instance, and "context cues" in reading). Where, though, are the descriptive terms for the different ways in which teachers actually teach?

The word is filled in many staff-rooms by exasperated terms. One of my colleagues introduced me to the useful expression "pink-bunnies". It originated with a teacher who, when she wished to retreat from the hurly-burly of classroom existence, would produce a toy rabbit, place it on her desk, tell the class "pink bunny is watching you", and disappear. The children, being of tender years, never tumbled to the deception. I've found "pink-bunnies" very handy ever since for describing that combination of skiving and child-conning which helps one through the nastier bits of the school year. I've also found that, since I had a name for it, I've let myself do it far less frequently.

Another colleague defined the "Cecil B. De Mille Method". This was her label for those large-scale, entirely teacher-directed activities of which all the children are given small, meaningless contributions, like extras on the set of *The Ten Commandments*. You can Cecil-B a frieze, a play, or even a whole project, if you're happy standing at the front with a megaphone. It's much easier than teaching and everybody does it sometimes.

Both of these though, are examples of bad practice. More examples do a great deal for an idea. What about a name for the recent trend in history-teaching of involving children in dramatic reconstructions of the past?

The Watch series on BBC1 has been encouraging quite a lot of it. During its recent spell on the Romans, schools up and down the country must have been filled with tiny Roman soldiers, wearing cutting cardboard helmets and practising, in their spare moments, for the great chariot race. There has also been a recent spate of Victorian Day when, as part of a project on the nineteenth century, classes dress up in formal rows, and spend a day sitting on slates in coppers and trying to add up in pounds, shillings and pence.

This seems an admirable method of teaching history - memorable, meaningful and motivating. It provides a rich context for children's talk and writing, and a real opportunity for reading and research. But, as far as I'm aware, no one has christened it yet.

Well, no one in the educational world, anyway. The method does have a name, invented in 1914 by H H Munro, better known as the short-story writer, Saki. In a story in *Beasts and Super Beasts* a boy-governor applied this method seven decades before Watch did, to a study of the Romans. Unfortunately, she got the sack over her staging of the *Rape of the Sabine Women*, but not before she'd defined what she'd been doing. It's a wonderful name - ringing, convincing, the sort of name that could conquer the educational world. The Scharitz Meierkum Method. Could we call it that?

Sue Palmer is headteacher at Cuckdon Primary School, new Galashiels.

We just want to know the truth," complained one fifth-former after a school debate on nuclear weapons. "The trouble is that no one will tell us." Like many of her fellow pupils, she is haunted by the possibility of a nuclear war. She wears a CND badge but admits to not fully understanding the issues. She wants to know more, but can - or dare - her teachers tell her?

Rarely have schools been faced with an issue of such political controversy. Government ministers have declared themselves against extending the nuclear debate into schools, parents are wary of CND influence and teachers themselves are afraid of giving biased views.

Such misgivings have been heightened over the past two years by the activities, in schools and out, of organizations like the Campaign for Nuclear Disarmament (CND) and those who favour the retention of the nuclear deterrent such as the British Atlantic Committee.

"The kids often say to me, 'Oh, you're a lefty' because I am a member of CND", said Richard Stainer, a geography teacher, who organized a film show and debate on nuclear weapons at his school, Busby Meads Comprehensive, Hertfordshire. In fact the result was a fairly low-key affair with speakers from both sides of the debate. Fewer than 50 fifth and sixth-formers and a handful of parents and teachers were attracted to the two evening meetings.

But Richard said afterwards: "I can think of a number of schools where these evenings wouldn't have happened. They would have been scared that parents would think them one-sided, that their children were getting propaganda pushed down their throats."

The cautious approach of Busby Meads is common to many schools, and for most there is very little guidance forthcoming from local education authorities. Five years after the first United Nations special session on disarmament which called for "programmes of education for disarmament and peace studies at all levels", Britain has done very little. Meanwhile, with the current controversy over the siting of the American Cruise missiles in this country, the nuclear question has become an even more sensitive one for schools.

Only a dozen or so local education authorities have taken any interest in the issue. Half of these are considering the encouragement of peace studies in schools.

"If, as a teacher, you're isolated in school over teaching the nuclear question, then it is difficult to work on it without feeling open to attack", says Karen Abse, who has included discussions of nuclear issues in English lessons since she began teaching five years ago. At Quintin Kynaston, a comprehensive in St John's Wood, North London, she has included it in sixth-form work as part of O level and CEE courses. Last year, she spent seven hours on the nuclear debate, this year it was 10. She has no qualms about using both government and CND material - even if it is biased. "I don't pretend it's not propaganda - instead I ask my pupils to think whether it is effective propaganda."

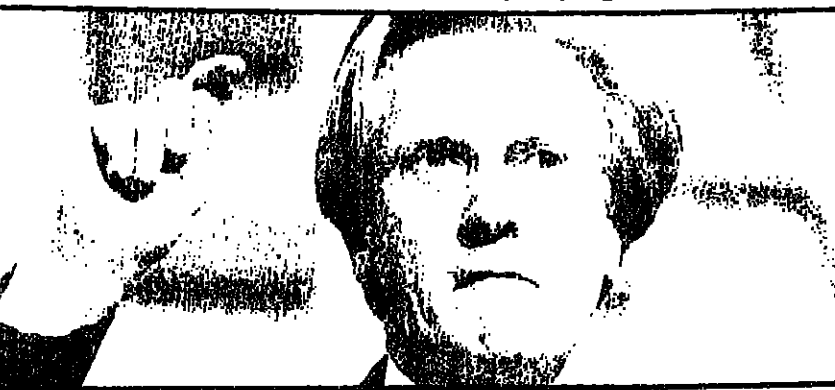
Of the 50 pupils who took the course, 10 went on to study the nuclear issues further for their course project. Keren Abse said: "The kids know I am a CND supporter. I do try to be as balanced as possible but as soon as they find out what a nuclear attack would mean, they become very worried. It makes the issue real for them."

This year the school also had a visit from a local theatre group who with their play, 1983, put forward arguments against the siting of Cruise in Britain. Again, the questions of bias and dramatic licence were raised with the pupils so that they were aware that it contained a point of view rather than fact.

Headmistress, Jill Suffling feels that the nuclear issue is so important that it has been extended at Barnsby into the social studies CSE course and into general studies for the sixth form.

She accepts that "teachers are representative of society and even the most balanced are going to put forward different views to the right as participating adults and it shows the

Sara Parker looks at the way schools have become part of the battlefield in the propaganda war



LESSONS OF THE BOMB

Maura Healey, deputy head at Quintin Kynaston, explained: "We teach our children to detect bias by exposing them to a lot of different information. Teachers who wash their hands of an issue because it is political, should realize that they are laying their kids open to the very material they're frightened of."

During the past two years, the nuclear issue has become an important part of the school's innovative social education course. It involves not just information and discussion but also analysis of personal reactions and role-playing in an attempt to understand conflict and war.

"The children dealt with very complicated issues which adults would think too abstract - and they handled them well," said Maura Healey.

The nuclear issue may pose teachers some problems but it also tends a powerful, contemporary relevance that extends right across the curriculum. At Quintin Kynaston, it is dealt with not only in English and social education but also in science, history and general studies.

At Barnsby girls school in Islington, it is part of a CSE course in religious studies. As RE teacher Telma Goodyear explained: "We only touch on it really but it gives them an idea. Most girls use the slogan 'ban the bomb' but some don't even know which bomb they're banning."

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She accepts that "teachers are representative of society and even the most balanced are going to put forward different views to the right as participating adults and it shows the

girls what life is really about". Apart from the moral dilemmas, the teacher also has to cope with the complexity of information available - much of it Americanized, nearly all of it difficult and technical.

Teachers for Peace, started up at a CND conference in 1981, aims to help guide the teacher through this maze of material - albeit with a unilateralist bias. It now has more than 1,000 members and Hilary Lipkin who runs the organization, receives around 30 letters a week from teachers seeking advice. She sends them a "starter pack" containing useful information and addresses and also talks to teachers and local CND groups.

Another organization started up two years ago by teachers interested in peace studies is the Peace Education Network which also offers advice and support on the broader issues of the nuclear question.

Both sides of the debate are only too willing to send their representatives to speak in schools. CND now hands all its speaking requests over to Youth CND or Schools Against the Bomb (SAB) both of which were also founded with the intensification of the nuclear debate two years ago.

Youth CND mainly concentrates on youth groups, but the SAB sends someone to talk to pupils in at least three schools a week. Most of the speaking is undertaken by Giles Perritt, a fresh-faced 19-year-old, himself scarcely out of school.

As one of the founder members of the SAB, which was started in a private school in Farnham, he began speaking on the issues to fellow pupils at neighbouring schools while studying for his A levels and also made a film with the BBC's Open Door unit called *Protest and Survive*.

This film is now regularly shown in schools

and includes extracts from *The War Game* as well as chilling interviews with scientists, doctors and politicians, rounded off with a small dose of CND propaganda.

But Giles Perritt says: "Our aim is not to get pupils to join SAB but to spark off questions that otherwise wouldn't be there. We are young and fresh out of school and we know how frustrating it is to be worried about something but not really know about it."

SAB is not officially affiliated to CND although it shares its offices. Its 350 member groups in schools throughout the country prefer to retain their independence. "CND and its ideas are not suitable for the uniformed kid in the classroom. CND is a campaign while SAB is fighting for the right for young people to make up their own minds," according to Giles Perritt.

The Government too has stepped up its flow of public information and educational material. Last spring, the Ministry of Defence released a slide-tape presentation called *A Better Road to Peace*, supplemented in October with the film *The Peace Game*. Critics complain that both are blatantly anti-Russian and are therefore political rather than factual.

Attempts by the Government to introduce material directly into schools has caused considerable controversy. Last May, a Foreign Office research unit dealing with arms control and disarmament sent out leaflets to the 9,600 secondary schools in Britain to prepare teachers for the second UN special session on disarmament. There was an outcry and complaints poured into the Foreign Office that it was unacceptable for the Government to send unsolicited material into schools.

By far the most successful disseminators of government information so far is the British Atlantic Committee, which was set up as an independent educational organization in 1952 to put out information on NATO.

Funded in part by a £44,500 government grant, it still claims to be totally independent, although nearly all its material comes through government departments. In the 1970s, it was given charitable status - a status which has since been challenged because the committee is alleged to have gone beyond its remit as an educational charity.

The result is that this month the BAC plans to split into two organizations, one for public information and the other operating as an educational charity.

It does, however, hope to increase its presence in schools and its educational subcommittee, chaired by Conservative MP for Ealing North, Harry Greenway, is currently looking at peace studies proposals. The plan is that BAC will seek opportunities to put its side of the argument in schools in areas like Nottinghamshire where the local education authority is proposing peace studies programmes for schools.

Last October, BAC also sent out letters to 50 secondary schools in Avon - where there are already two peace studies advisers - asking heads if they wanted more information or a speaker to come to the school. They received a dozen replies and are now canvassing in schools in West Yorkshire.

Ken Alder, director of the BAC regional information service, is keen on closer links with schools through its 28 regional groups set up two years ago. Certainly, there is more interest this year: BAC has already sent speakers to well over 50 schools in three months compared with only 39 for the whole of 1981.

He explained BAC's increased activities by pointing out that if the nuclear debate is to be taken into the classroom "teachers have a lot of homework to do. They need to read both sides of the argument and take every opportunity to draw on the experience of everyone in the field."



A lot of people say they hated maths at school, and claim that they were never any good at it. I didn't like doing maths at school either, especially when I began my secondary school education. I got off to a bad start in the first term and from that point on, things became rapidly worse.

After coming bottom of the maths class at the end of a school term for the second time, the maths teacher wrote on my school report, "He is making fairly good progress and with an effort could improve". However the end of the year found me last in the form again in maths and the same teacher wrote, "He has made good progress".

By this time my performance in maths was renowned throughout the school. The school magazine even published a limerick about me. It ran as follows:

Womack is no good at his sums,
When faced with maths, he would say "Crumb".

His French is disgusting,
His geography rusting,
That boy who is hopeless at sums.

In the following year I maintained my reputation by occupying the last position again in both term work and the exam. My maths teacher this time wrote, "Still in the same position - but his progress is good". I think I must have been making the same sort of progress as Pilgrim in *Pilgrim's Progress*, when he emerges from the Slough of Despond only to encounter the Hill Difficulty.

However, strange as it may seem, like Pilgrim in that story, I did eventually arrive at the Celestial City. It was exactly one year later that I gained over 80 per cent in the class maths exam, being beaten only by two other boys, who, as it later turned out, gained scholarships to Cambridge. My same teacher this time wrote with some pride (I imagine), "His work has shown a deep understanding of the principles. Congratulations!"

You might wonder what could possibly have occurred during the course of just one year to result in such a dramatic change in my academic fortunes. This then is my account of the events leading up to my mathematical "conversion": events which I still remember as clearly as when they happened.

It all began at the end of a long and boring school day, one sunny afternoon when I was delayed leaving the classroom in an effort to find a maths homework sheet. The maths teacher whose faith in me up to that point,

had been as unwavering as my position in the form, offered to help search for the missing paper. Since he eventually had to provide me with his own textbook, I felt obliged to show him interest in return and decided to ask him about his travels in the Alps - a subject he had mentioned several times in the previous maths lesson.

This began a conversation which lasted well over half an hour. We didn't talk about maths, only about Sir's exploits in the Alps, and my own hopes and fears about school, such as they were. As I walked home alone that evening, I was gradually overcome with a sense of wonder that a teacher could be willing to spend over half an hour of his own precious time, listening to a schoolboy whose record of undisciplined behaviour in the school had been unequalled (to say the least).

The headmaster wrote on my report that the number of detentions I had been given was a disgrace to the school - but that's another story!

Anyway the reason I'm telling you this is because from that day on I made the decision to try to please the teacher and show him that I too cared about what he said. I actually began to listen to every word he said in class and tried (in vain at first) to do all the maths homework we were set. Because he now,

David Womack's conversion on the way from the maths course

SEEING THE LIGHT

knew I was trying, the teacher seemed always pleased to help me when I got stuck, and so I in turn was never afraid to ask for help. I became quite interested in numbers and geometry and found to my surprise that I enjoyed finishing work in which I knew that I had tried my best. Even more surprising, I became keen to know exactly why it was that,

'I kept trying because I knew someone at school believed in me'

I had written the wrong answer I even started to look at work in maths books which we hadn't yet begun, to see what was coming next - it's hard to believe on looking back, but it's true!

I don't think I ever really looked at any of those amazing technicolour "maths is fun" style of books but I did find out where the maths section was at the local library. This turned out to be very useful shortly afterwards when the teacher I liked, gave a difficult problem to all our class. The problem was this: we had to draw a line (any length of line), and then find a point on that line so that when you multiplied the distances between this point and one of the ends of the line, by itself ("squared" it), you got exactly the same answer as when you multiplied the distance between this same point and the other end of the line, by the length of the whole line itself.

So if you drew a line 10cm long and you put your point 6cm from one end, you end up with the two numbers 36 (6x6) and 40 (4x10) - which are not the same, so the point isn't at 6cm.

Anyway, we had to take the problem home and think about it for the next day. This was my golden opportunity I thought; if I can solve this problem, it will prove for all time that I'm not the class dunce! I spent the first part of that evening looking at all the maths books in the library I could find. The only clue I could find seemed to be something to do with a rectangle, but since this was in a reference book, I copied down what I could from it and then went home.

I spent the rest of that evening trying to figure out what connexion the problem had with rectangles, and then a lot longer playing around with different numbers until by the end of the evening, I felt I knew everything there was to know about the problem - including the answer. (If you go over a maths problem enough times, you just can't help getting nearer and nearer to understanding it, especially if you can also play around with actual numbers.)

Anyway, when I arrived at school the next day, no one else in the class had been able to solve the problem and the teacher asked me to come to the front of the class and explain my answer on the blackboard. Feeling very proud, but with a strange sense of uneasiness about the whole episode which I can only vaguely sense to this day, I took the chalk and proceeded to illuminate my starling solution.

From that day on I never looked back; I emerged from a position of utter hopelessness, to take third place in the form in the space of one term. I took no extra tuition or "cram" course, and no pressure was put on me from parents or school - I just kept trying from then on, because I knew someone at school believed in me as a person.

I began filling jotters with figures and diagrams of my own invention. I spent days pondering over all the unprovable theorems, and even managed to discover a few of my own. I gained a distinction in O level GCE maths and went on to take A levels, discovering with some surprise that my changed attitude to maths had had a spillover effect on other scientific subjects. Eventually, I took a degree in maths, became interested in other disciplines having difficulty learning maths and... well, here I am writing now.

If this story is to have a message, I think it would have to be this. True learning can only come from within oneself; teachers can only teach you, it's you who must do the learning. And there's really no limit to what you can learn; the limits are set only by those who label you - slow learner, troublemaker, or whatever.

David Womack is a course tutor on the Open University Course Developing Mathematical Thinking and recently completed a School Teacher Fellowship with the Independent Broadcasting Authority on school maths television for children with learning difficulties.

CARNIVAL POETS

Betty Rosen feels the power of dialect

Multicultural teaching "often means just good teaching" and training for it must "avoid emphasis on difficulty, differentiation and disadvantage" according to John Eggleston (*Ethnic Nativty*, The TES March 11th). But what do you teach and how do you teach it? How do you make certain of its accessibility to all pupils and, above all, how will it draw on the advantages of the particular target group?

The presence of James Berry, the Jamaican born writer, as poet in residence at The Somerset boys comprehensive school in Harrogate provided at least the English teachers with a clear answer to some of these questions, within minutes of his arrival.

For once, all eyes were focussed on the face at the front in morning assembly. A new face, not the head's or a deputy's and - what a precedent for that end of the hall - a black face. He talked for a few moments about his background and then electrified his audience, consisting largely of pupils of Afro/Caribbean and Asian origin, by reading one of his own poems:

IN A BRIXTON MARKIT

I walk in a Brixton market
believe in a respectable man
you know. An wha happen? Policeman
come straight up an search mi bag! Man
- straight to mi, like them did a-wait fi
mi. Come search mi bag, man. Fi mi
bag. An wha them si in deh? Two piece
a yam, a dasheen, a hoo a banana, a
piece a pork, an mi lates! Bob Marley.
Man all a suddn I feel me head nah fi
mi. This ya now is when man kill
somoody, nah! 'Tony', I say, 'hol on.
Hol on 'Tony. Dohn shove. Dohn
shove. Dohn mover neidda fis', tongue
nor emotion. Battin down Tony, Battin
down.' An, man, Tony win.

It caused a sensation. There was spontaneous applause - in assembly!

James Berry worked for one day each week, not lucked away with a select few aspirants to the heights of Parnassus but in as many classrooms as time permitted right across the full mixed-ability range. We worked him off his feet. In the classroom, pupils who might otherwise twist about, lose pens, demolish file paper, or revel in merrily destructive repartee, suddenly found their attention caught. They would write, tentatively, hoping to please this man and then more confidently as what they wrote was also pleasing them.

The charisma of James' first appearance in assembly was always fresh. Tall, bright-eyed distinguished looking, he seemed larger than life. In whatever company, speaking or listening, he relished words. If some banality or half-conceived idea was expressed in his presence, his response seemed to make a crystal sense of what he'd heard.

English teachers followed up every encounter and a vast bulk of new oral and written material appeared in the school. It was not at all uncommon to hear pupils reciting snippets of James' dialect poems, intoned with a Berry chant, in the corridors at breaks and lunch-times. During one break I made a spur-of-the-moment tape of a fifth former reading a piece produced by a younger pupil in a follow-up lesson to the assembly:

RICHARD'S BROTHER SPEAKS

Richard: What's the matter? Why you not smilin' no more?
You wretch, you bruk the window?
Daddy a go peel you 'kin,
'Im a go peel it like how he peel orange.
When Daddy come true dat door.
You better run,
You better leave de country!
'Im a go peel you 'kin.
You bottom a go warm tonight though!
Me gona' cook dinner pon you backside
'When 'im done wid you
Richard 'im a come!
Run, bwoy, run!

As a result of James' presence, dialect writing really took off for the first time: it was clearly seen as a vehicle for the expression of an area of experience otherwise walled off from the demands of school. The writer of 'Who took dat cheese?' really produced more than a few,

statements at any one sitting in 'standard' English, unclarified by illustration or vitalized by evidence of personal exploration.

WHO TOOK DAT CHEESE?

Mum: When belly full skin grow pon potato.
Son: Yeh, and when my stomach's full I'm never in the house.
Mum: No mek me crass you face wid me God-giving right hand.
Son: BUT I NEVER DID EAT ABL-GAIL'S CHEDDAR CHEESE!
Mum: Den a who, a de ghost rat?
Son: You never know - supernatural could apply to to animals as well.
Mum: Bwoy, you a test me faith?
Son: What - rise and chicken every Sunday?
Mum: You tink I could a talk to me modder like dat?
Son: Irrelevant to the point in question, mother dear.
Mum: Go 'way, plasin' tall liddle rat!

From here it proved a short step to the discovery that writing of several other kinds was well within this intelligent young writer's grasp.

Pupils wrote for him about festivals, cultural occasions and special places which mattered to them. After producing the following piece, the writer went on to spend large chunks of the English lessons revising it and writing more and more about Jamaica.

IN JAMAICA, ROUND ABOUT AUGUST

In Jamaica round about August the people are happy. People wear bright coloured costumes and dance to the music. It is hot. I sit down on the veranda to keep cool. I have a coke and Jamaica hot patte. At Carnival time different costumes brighten up the lives. The Carnival goes well into the night about four. I go to bed about three, with a drink. I have to go back to England in a week and I say 'I'll all the days in Jamaica are like this I would say'.

James seemed to stir the pupils to be observant in watching the world about them. As the boys listened to the voice of the poet and were given frequent opportunities to join in with the readings themselves, a sense of rhythm emerged in many pupils' productions.

DAYDREAMER

"Aljenard, Winston, Frederick, Spencer, who are ya look out the windsa sa?"
"Me alook pun the nice green grass!"
"But why do you look upon the nice green grass?"
"Me na no!"
Aljenard, Winston, Frederick, Spencer, who are ya look out the windsa sa?"
"Me alook pun the bright blue sky!"
"But why do you look upon the bright blue sky?"
"Me na no!"
Aljenard, Winston, Frederick, Spencer, who are ya look out the windsa sa?"
"Me alook pun the hummin' burd!"
"But why do you look upon the hummin' burd?"
"Me na no!"
Aljenard, Winston, Frederick, Spencer, who are ya look out the windsa sa?"
"Me alook upon the glistering sun!"
"But why do you look upon the glistering sun?"
"Me na no!"
Aljenard, Winston, Frederick, Spencer, who are ya look out the windsa sa?"
"Me a try to feel the nice warm eir!"
"But why do you try to feel the nice warm eir?"
"Cause me a daydreamer!"

These pieces represent but a minute sample of what was produced as a result of our having a poet in residence. They are not particularly polished or even 'the best' but have been selected here because they span a wide ability range and include some pupils who had rejected the school system.

Betty Rosen is head of the communications faculty at The Somerset School, London.

Demography has a lot to answer for. In late 1952, the year I approached the Dundee publishers of the *Beano*, the postwar baby bulge had grown to comic reading age, and there was a great prize to be won.

I saw that the existing *Beano* drew on 1930s antecedents: Lord Snooty, the dominant feature since 1938, was an amalgam of *Little Lord Fauntleroy*, a major 1930s Hollywood hit, and the 1930s Hal Roach low-budget Hollywood comedy series *Our Gang*.

The *Beano* had still older antecedents; *Pansy Potter* in *Wonderland* was based on nursery rhyme.

Rhyming couplets ran along the top and bottom of every *Beano* page and sprouted in subtitles. The rhyming couplet had a tradition in Scottish verse stretching back to the Middle Scots of Gavin Douglas and Sir David Lindsay in the fifteenth and sixteenth centuries. Even the title *Pansy Potter The Strong Man's Daughter* rhymed if read with a Dundee accent.

People are children of their time and place in history. Given the existing nature of the *Beano*, then, I was unsurprised when I met the D C Thomson executives to find the senior *Beano* sub-editors a decade older than me - they had worked on the D C Thomson comics since the late 1930s, been away to war, and returned to the postwar world, editor George Moonie older still, and managing edi-



tor of D C Thomson, R D Low, a great deal older.

By contrast, I was a young Englishman of 21 years. My antecedents were very different. I had watched in the cinemas of the 1940s and early 1950s the zany Warner Bros cartoon comedies *Daffy Duck*, *Bugs Bunny*, *Tom and Jerry*: comedies marked by their entire lack of inhibition, characters killed off and resurrected from the dead several times in each episode; there were the early Hancock on radio, the Goons; the careless uninhibition of the early Giles, with babies offhandedly tossed over high walls or plummeting from high cliffs or monuments, and much else.

I took none of these directly as models for my own work, but they gave me sustenance of another kind; they were all supremely commercially successful in the contemporary world, and their example confirmed my judgment that my own intellectually untrammelled and uninhibited approach to comedy would seize the postwar comic market.

Here, then, was a clash of cultures, antecedents, and times and places in history. D C Thomson had anticipated the postwar bulge reaching comic reading age (and beyond): they built the large Kingsway colour-gravure plant to print the projected generation of teenage magazines like *Judy* - to scoop up the girl readers as they grew out of *Beano* reading age). Yet though they had planned organizationally, they seemed to me to be unsure what comic product to print for the 1950s and onwards.

My first meeting with D C Thomson executives was frustrating: I saw *Dennis the Menace* (created by the Scottish artist David Law) as the start of the way forward; they appeared not to realize the full significance of Dennis. There was a short, but dispiriting, phoney war period when I struggled, with increasing dejection, to make something of a feature which D C Thomson had dreamed up: *Charlie Chan the Chinese Detective*. The feature was devised by Ken Walmsley, *Beano* chief sub-editor, and typically had 1930s antecedents - the Hollywood *Charlie Chan* movies.

It was only when, in a burst of anger and impatience one day in early 1953, I swept this aside and decided to take events into my own hands and to shape them, that the reformation of the *Beano* began: I created *Little Plum*, *Minnie the Minx*, and *The Bash Street Kids* in succession in the summer of 1953.

My creations have resulted from the application of analysis and synthesis: analysis in the beginning, in the determining of the nature of a strip by considerations of what would seize and hold the largest readership, and of structure - the building of a structure of comedy to stand for decades; synthesis in the week-by-week creation of plot and subplot, and of the development of characters until they are whole personalities, each distinct from the other.

Before Bash Street, the dominant presentation of school children had been as characters in public schools: even D C Thomson's own *Red Circle School* stories appeared to be set in a minor public school. I determined to change this, and to present "ordinary" secondary school children in "ordinary" urban secondary schools, so that the strip would appear near to the everyday life of the greater number of children in the country.

The mortar board I gave to teacher, and the headmaster's academic gown, had a primarily artistic purpose: in a page printed by letterpress, those patches of solid black both gave "weight" to the page, and drew the reader's eye to teacher; the solid black trousers of the Bash Street kids were to the same purpose.

The mortar board and gown had a secondary intent. To seize the widest readership I deliberately blurred the status of Bash Street. Mortar board and gown suggested grammar

THE BASH STREET JOURNAL

Leo Baxendale, creator of Minnie the Minx and Little Plum, recalls the opening of Bash Street school

school; yet I carefully excluded Latin and Greek from the Bash Street kids' homework - they would have identified Bash Street too firmly as grammar school. Grammar school children wore blazers: The Bash Street kids did not. This was dictated by the imperatives of cartooning: the distinctly varied clothing of the Bash Street characters was a part of their visual impact, and a part of their differentiation as individual characters.

I blurred the distinctions between grammar and secondary modern, so that children from both would feel near to the setting. In the event, the vast readership of the *Beano* cut across all classes. The blurring of the status of Bash Street, though deliberately done, was the one unsatisfactory aspect of the feature for me: it is in the nature of art, and in particular comedy, to be specific.

Nevertheless, it hardly mattered, because I did not create Bash Street as a reflection of "reality" in the sense of the everyday world: I never recorded the passing scene. Bash Street is an artifice, an illusion, a world created within my mind and transferred to appear and thence to the readers. The "reality" is not that of the "real world" but of a separate world whose internal logic and relationships are determined by the demands of comedy.

Given this primacy of comedy, there is nonetheless a sense in which Bash Street touches a reality outside its own bounds. This reality is not representation of the passing scene, but is to do with persistent features of the way children think and feel.

When I meet a child, of any age, I do not speak to him or her with a special patronizing "talking to children" voice. I speak exactly as to another adult. Children sense this same attitude in my work.

Comedy by its nature provokes an active response, because it is intimately linked to quickness of perception in the reader. The thousands of letters I have had from children over the years have been marked, not just by the passion of their texts, but by the margins crowded with drawings, or spilling over onto accompanying sheets of paper. Though these drawings were provoked by my work, whatever their starting point they bore the stamp of the personality and style of each individual child. It is my belief that the potential for creativity in every child is such that once caught alight, there is no end to it, unless it be artificially restricted.

23 July - 19 August

BOOKS

· Roy Harris

BOOKS

Travelling right

Fellow Travellers of the Right. By Richard Griffiths. Oxford Paperbacks £3.95. 0 19 285116 0.

The Beautiful Years. Dandelion Days. By Henry Williamson. (Parts 1 and 2 of 4 in *The Flax of Dream*) Zenith Books £2.50 each. 0 600 20683 1 & 0 600 20684 X.

The New Fascists. By Paul Wilkinson. Pan £2.50. 0 330 26953 4.

Omibus: Writers on the Right. BBC1

History must never be confused with hindsight. It is easy enough now to see the evils of Nazism; it is just as easy to forget that the hard lessons of the thirties were not so clearly visible at the time.

Between the wars, perfectly decent and honourable people were attracted by both the politics and personal style of the dictators. Germany and Italy seemed to have made dramatic leaps forward since 1918, leaving the "victors" far behind. In the early thirties, it was still possible to believe that Germany offered a bulwark against Bolshevism. *Revanchisme* France looked by far the more warlike and aggressive nation. To many Britons, Germany had always been closer in spirit and culture than France, the ally of 1914; there was even a traditional (if sometimes patronising) affection for the Italians. Whatever followed, it can hardly be surprising that some Britons saw a dramatic (even glamorous) alternative in the Nazi and

Fascist leadership. The great value of Richard Griffiths' *Fellow Travellers of the Right* is that it does not treat the phenomenon of British Fascism in isolation from the specific history of the period; it was never a unified movement and changed, as extreme political groupings do, from month to month.

Fellow-travelling is usually reckoned to be endemic only to the Left. Griffiths makes it clear, though, that people can be drawn into almost any political enthusiasm, often without recognizing its real nature, if it promises easy answers to immediate problems and offers an alternative to the status quo of more reasonable politics.

Griffiths stresses that British Fascism was not entirely an alien import. The combination of corporatism, anti-semitism (even, on the outer fringes, mysticism, fitness clubs, "organic agriculture") was already present in English society. The typical (or pseudo) Fascist recruit was a retired home counties colonel who felt that since the war the country had fallen into the hands of foreign-looking, Jew-boy socialists or pasty-faced, atheistic pervers. Such prejudices quickly gain momentum.

Most of the Rightist groups loudly proclaimed their "Englishness". Whatever their feelings about Germany and Italy, their chief aim was to reform British society. Unfortunately, they were quickly identified with their foreign idols and suffered accordingly. Griffiths outlines the careers of Oswald Mosley's British

Union of Fascists, the British People's Party, odder line-ups like the Link and the English Mystery, whitewashing no one. He shows how Right wing sympathies responded to and eventually collapsed in the face of the crises of the thirties as these gradually revealed the dictators' hand: Abyssinia, the Rhineland, Czechoslovakia, the terrible Kristallnacht pogrom, the Nazi-Soviet Pact (which alienated many on the Right as on the Left). When war came, Griffiths is careful to point out, most of the one-time British Fascists fought (and died) in the struggle against their former inspiration.

Great writers (like everyone else) are prone to sudden and ill-judged political enthusiasms. Ezra Pound and Henry Williamson were the subjects (it's tempting to say targets) of a recent *Omibus* programme which managed to skirt the rather more tricky question of their literary merits by concentrating on the Right wing politics which have fatally coloured their posthumous reputations.

As Richard Griffiths pointed out, a sympathy for Mussolini has always seemed less damning than a sympathy for Hitler. Pound has been forgiven his flirtation with Fascism (except by *Omibus* producers); he served his time in an American cage at Pisa and then in St Elizabeth's mental hospital back "home" in the USA; his reputation (as a poet) has revived. To some, though, he is still a mad obscurantist with nasty politics, unbecomingly not a poet at all; probably too much has been made of his pro-Fascist broadcasts and his *Money Pamphlets* (signed "E"). The

Omibus account, backed by an excerpt from Bernard Kops' *Ezra*, did little to redress the balance, though the fact that "copyright problems" prevented any use of Pound's verse didn't help.

By any standard, Williamson is a slighter figure. His importance as a nature writer was permanently tainted when he dedicated his *Flax of Dream* cycle (now being republished by Zenith) to Adolf Hitler, the great "lover of children" from across the Rhine. Williamson got off lighter than Pound at the time, but has never been forgiven since. For a whole generation of readers (or, more likely, non-readers) he has become "Tarka the Rutter".

Williamson was an appallingly naive man; Pound, equally appallingly intelligent. *The Flax of Dream* betrays a suspect faith in "Nature" that too easily became a worship of power. Pound's instantly, if such it was, came from too rigorously logical an application of his ideals.

Hindsight points up their flaws and those of the other fellow-travellers of the Right but entirely fails to put their beliefs in context. The past is a foreign country and they do things differently there. It will never be possible to excuse the horrors of Nazism or dismiss them as the legacy of a less enlightened age; Paul Wilkinson's chilling *The New Fascists* testifies to the abiding attraction of such extremities, even in the 1980s. But it serves no purpose to refuse to understand how such things could be attractive to some people. History is, after all, a human process.

Brian Morton



Of all the possible recipes for a collection of photographs, people reading is the most obvious, yet Andre Kertesz On Reading (Penguin £2.50) is a series of delightful surprises. Above, Esterzong, Hungary, 1915.

system that arose after 1791. Professor Rose's study is of the "spring-time of democracy" devoted by constitutionalism, the "bursting forth of ideas starting from fresh perceptions, and the creation of services remarkable for their ingenuity if not always for their practicality."

Weimar Germany was another period of instability and change (marked as they often are by an amazing flourishing of the arts). Dr Taylor's book concentrates on its political evolution from the army rebellion in 1919, the formation of a "workers' Red Army" at least 10,000 strong, and the Munich "council republic", through inflation and mass unemployment to Hitler's electoral victory in January 1933. Particular features of his book are a remarkable collection of contemporary photographs and posters and reproductions in translation of National Socialist leaflets and handbills which help to explain the usually inexplicable appeal of the Nazi party to the German electorate. I have better explain for students at any level this period which began in hope and hunger and ended in unimaginable tragedy for the whole of Europe.

One of the unanswered questions of the Second World War is that of the extent to which the Allies' policy of unconditional surrender made it impossible to end it earlier. Mr

Whiting is a very experienced popular military historian who gets the last ounce of drama from the bloody battles in the West between September 1944 and February 1945. Political aspects are not discussed except by way of the pungent comments of Mr Whiting's hero, General Patton. Current interest in the Spain of the 1930s has been reflected in several very distinguished recent books, not the least being David Mitchell's *The Spanish Civil War* (Granada £9.95), but curiously there has been no proper account of the British volunteers in the International Brigades. Bill Alexander, one of the commanders of the British contingent, more than a quarter of whose 2,000 members died in Spain, now provides a comprehensive history. It does not, of course, cover those British volunteers enrolled under other banners, (for them and for much else the reader must turn to Orwell's *Homage to Catalonia*), but it is free from the Stalinist rhetoric of the communist literature of the time.

The author remarks that though he also fought in the Second World War, nobody asks him today about his experiences in it, while every one, young or old, is curious about Spain. Other veterans have told me the same thing. It's one of the paradoxes of our response to history.

Colin Ward

Gospel truth

The Historical Evidence For Jesus. By G. A. Wells. Prometheus Books (distributed by Pentabook Publishing) £2.00. 87975 180 0.

The Historical Evidence For Jesus is a critical discussion of all the sources which can be held to testify to the existence of a historical Jesus. In practice the non-Christian sources (Philo, Suetonius, Tacitus, Josephus) can be discounted as irrelevant or interpolated. Wells dismisses the Talmudic Shroud as a painted image of, in any case, a dubious provenance. That leaves the writings of the New Testament. Professor Wells' critical method is quite properly to treat the various New Testament books by the same criteria used in assessing any other historical sources. He tries to establish dates and authorship, textual reliability, and the independence of otherwise of texts giving the same information. By these means he shows how the Jesus of the gospels is quite different from that in later books, mainly the Synoptic Gospels but also the later Epistles. Paul's figure of Jesus is a supernatural being sent into the world to redeem it and then crucified. All the familiar aspects of Jesus' story—the birth, miracles and parables—appear only in documents dated to the end of the first century. (Wells dates the Synoptic Gospels to c. 90 AD rather than the more orthodox 70 AD). They are, therefore, historically very suspect.

This book is primarily an exercise in historical method but the conclusions Wells reaches are known from his earlier work and are worth mentioning briefly. He contends that overall the evidence makes it more probable that Jesus never existed and that his cult was that of a type of saviour-god well-known in contemporary mystery religions. That Wells believes this need not in any way detract from an appreciation of this book. If there is one thing that critical appraisal of the sources shows it is that we know next to nothing of the real Jesus, if he existed. It is, none the less, vital to understand exactly the strength of our evidence, whatever the conclusions we reach about our belief.

Even so I have reservations about some aspects of Wells' argument. First, the argument from silence is used far too frequently. It does not follow that an early writer, say Paul, would necessarily have used historical traditions like those used in the Gospels if they were available and that, therefore, these traditions were a late creation. Everything depends on the purpose for which he wrote. Too little discussion is given over to this key question. Jewish theological texts, which may have been part of the literary tradition from which some early Christian writing arose are notably anti-historical in content. This does not mean, though, that documents or traditions with a strong historic content did not circulate side by side with more purely theological books. This leads on to the third problem, the extent to which Gospel sources (ie Mark's sources) represent early traditions. Wells shows how the evangelists each adapted material to suit their own preoccupations. However, if Mark did not make up everything he wrote, his sources must be earlier than 70 or 90 AD. Consideration of how they compare in date and content with Paul would have been useful, but is not undertaken.

Despite these points the critical wholeheartedly endorse the spirit of Wells' book. Almost all positions taken up by modern theologians, taken up by modern theologians, Wells' approach is refreshing, in that he does not reserve suspended. Nor does he treat his sources with special favours. Even if one disagrees with aspects of his work, at least, as a historian, one feels that we are using the same language and that this language is one of proven validity in every other part of the human past.

Ian Caruana

Plays with a purpose

Plays by Women. Volume Two. Edited by Michelle Wandor. Eyre Methuen £3.50. 0 413 51030 1. **The Sound of the Baskervilles.** Dramatized by Michael and Mollie Hardwick. John Murray £1.50. 0 7195 3997 8. **A Pair of Jesus Boots.** Dramatized by Alan England. Heinemann Educational £1.60. 0 435 23195 2.

The second volume in Methuen's interesting series shows again the variety and vitality of the new group of women playwrights who have emerged during the last decade. Maureen Duffy's *Rites* is described as "black farce, a style of drama derived from the medieval morality" although it is in many ways closer to the Greek satyr play, if Euripides' *The Cyclops* is representative of this otherwise unrepresented genre. It is loosely based on *The Bacchae* focusing on the experience of Agave rather than Pentheus and portrays a cross-section of the less privileged who might be found in its setting, a ladies (sic) public lavatory. Their banal humour is dramatically effective even if the climactic incineration in a sanitary towel machine of one of their "consoeurs" (to hide behind a neologism), mistakenly killed as a man, is verging on the unacceptable. Not that bad taste cannot in itself be a theatrical virtue as Claire Luckham's *Trafford Tazuli* so ably demonstrates. The eponymous heroine's "strange eventful history" from toddler to champion wrestler, played out in a wrestling ring, hilariously portrays every "bold" in the game and some, such as the lethal Venus Flytrap, which have to be seen to be believed. Book plays are overtly feminist and theatrical.

The brash and delightful vulgarity of these two plays is in marked contrast to the sensitive and restrained treatment of desperation which characterizes Rose Leiman Goldemberg's *Letters Home* and Olwen Wymark's *Find Me*. *Letters Home* uses only the words of Aurelia Plath's book which charts the relationship between mother and daughter through Sylvia Plath's letters home and Aurelia's "spare notes" on them. Given such a provenance, the play is inevitably literary but the two voices have been orchestrated with such skill that the effect is a small theatre could be overwhelming. The subject of *Find Me* is also taken from a case history, that of a girl whose manic behaviour all but destroyed her family and defied the institutions of society to provide a solution. Olwen Wymark finally scripted it after research and improvisation undertaken by a group of students. It brilliantly avoids the danger of special pleading by using the post-Brechtian device of having the central character played by five different actresses. In performance, this prevents the audience from seeing the situation solely through the eyes of the pathetic heroine and allows them to sympathize with the predicament of society and family.

After the power and the drama of these four plays it is difficult to respond to the dramatization of three Sherlock Holmes stories other than to admire the efficiency with which it has been done. *A Pair of Jesus Boots* is also an adaptation but of less rewarding material. The plot of rival teenage gangs in Liverpool and their adult "mentors" does provide an opportunity for some 20 areas in which historical method is suspended. Nor does he treat his sources with special favours. Even if one disagrees with aspects of his work, at least, as a historian, one feels that we are using the same language and that this language is one of proven validity in every other part of the human past.

Robin Rokk

BOOKS

Children's literature

Pinchbeck, nicely crafted

The Good Book Guide to Children's Books. Edited by Bing Taylor and Peter Brathwaite. Editorial advisor Elaine Moss. Illustrated by Quentin Blake. Penguin £2.95.

The Signal Review of Children's Books 1. Edited by Nancy Chambers. The Thimble Press £3.95.

To modify the gloom about the children's book market expressed from time to time in *The Signal Review* some facts should be noted. According to *The Good Book Guide to Children's Books*, there are some 35,000 titles currently in print; of all these, the *Good Book Guide* sets out to choose over 500 as a kind of starter set from which parents can pick the appropriate beginnings of a library for their children. But *The Signal Review* manages to find 349 books worth mentioning by considering only those published or paperbacked for the first time in 1982. This suggests that the golden age of children's fiction, whose ending is so often lamented, has not

been succeeded by an age of lead: platinum, perhaps? At worst, pinchbeck, nicely crafted.

The two books are at almost opposite ends of a spectrum of reading lists. Apart from the fact that *The Good Book Guide* draws from everything in print and *The Signal Review* only from the 1982 crop, the former is geared to the direct needs of children and uninformed parents, the latter to the interests of librarians and teachers; the former, having chosen its recommendable 500, merely introduces them, with the kind of brief enthusiastic summary which is as likely to be found in the publishers' own catalogues, while the latter gives detailed and often subtle and complex critiques.

There is no reason why this should not be so: horses for courses. And yet each, in a sense, provides a criticism of the other. The slightly patronising reassurance of *The Good Book Guide* makes one long for a little of the seriousness and weight of *The Signal Review*, but seeing that weight get close, at times, to a ponderous solemnity, one then hungers for some of *The*

Good Book Guide's cheerful enthusiasm.

This said, the value of both books should be heartily recognized. *The Good Book Guide* will perform an invaluable service in the hands of children and unbookish adults. To have selected 500 out of 35,000 is in itself an amazing feat and the selection is sound: only one name — Antonia Forest's — missing that I had expected to find, and little that should not be there (my feeling about Roald Dahl's work being a quirk I can't expect to have indulged). There is a useful brief introduction to the four stages of reading used to group books, and a very useful list of bookshops and book clubs at the end.

Nancy Chambers says of *The Signal Review* that "its future shape is not fixed", and I hope that in considering the future shape of what will surely become an indispensable yearbook, she will find a way of standardizing the presentation; the range of reviewing voices is splendid, but the way that bibliographical details are sometimes listed at the beginning of a batch of reviews,

sometimes at the end, and sometimes come separately with each book is distracting and confusing. The reviews themselves are generally excellent, often written by school-teachers and backed with accounts of children's responses; the writers have enough space to pull out details and to discuss strengths and weaknesses in an enriching way.

At times, it transcends ordinary reviewing to provide something deeper and more provocative. Margaret Meek's essay on the way the novels she chooses "teach their readers about reading by making them reflective about the reading process", is full of references to Barthes, and holds enough challenges to power a whole conference. Jennifer Wilson writes with clarity and force about what makes information books work, quoting Robert Frost's "The Pasture" to typify the invitation extended by a good book in this field: "You come too." That could stand as an epitaph for these two books.

Audrey Laski



It was a laudable move by the Brewers' Society to get CRAC to produce a CSF resource book about alcohol. Finding Out... What Happens When I Drink (CRAC Publications 35p) brings a fermenting social issue vividly into the classroom. Diagrams, graphs and charts underline the statistics about alcoholism's frequency and emphasize the difference in its effects on males and females. This 16-page pamphlet is particularly good on aspects of drinking which tend to get glossed over, notably the fact that an average male lurches into bed at midnight having consumed ten pints of beer he will

not be down to the legal blood-alcohol limit till noon the following day. Jim's downfall (above) is thrown in for effect. But some of the writing is sloppy, some of the diagrams are confusingly unlabelled, and there is a strange mismatch between the sophisticated scientific discussion and the intermittently babyish questions addressed to the reader. Other questions are open to the point of imponderability, viz. "Why do you think people's tastes in alcoholic drinks change as they grow older?" Michael Church Well, why?

Drama in context

Re-Play. By Richard Courtney. Ontario Institute for Studies in Education \$24.50. 0 7744 0248 2. **Group Approach to Drama** (second edition). By David Adland. Longman Teacher's Book £1.95. 0 582 21964 7. Books 1, 2 & 3 £1.30. 0 582 21960 0/1/2/3.

The lack of research into educational drama is well known; Richard Courtney sets out to compensate for this by drawing on research in the main educational disciplines and applying its findings to developmental drama. *Re-Play* is a considerable achievement and places drama in its educational context with skill and extensive knowledge. The references fill 16 double-column pages, enough to give the faint-hearted a bad attack of intellectual anorexia. The book provides a justification of drama as a serious consideration of drama as a subject in itself and as a method which can inform all learning. Courtney's argument centres on the value of self-experience and derives from the holistic theory of motivation. The essential motivational quality of re-play is based firmly in the imagination — "Imagining always relates the self to the environment through an act." He also analyses the forms of dramatization and relates them to the different stages of learning, showing thereby that learning is directly related to the appreciation of the immediate relevance of the learning experience to the student's own development. Spontaneous drama and the creative arts can provide this relevance irrespective of the subject taught.

Re-Play is not designed for the practising teacher but it has much to

offer in terms of the theory underlying practice. The reader should not be discouraged by the convoluted style or jargon of the early chapters since this is mainly reserved for definitions. A typical example is, "If we keep the stimuli identical in the initial and transfer tasks and vary response similarity, positive transfer will increase with increasing response similarity." Courtney makes all clear in his illustrations. "Thus we would expect greater transfer from tennis to baseball than from tennis to basketball because responses are more similar in the former case (the style of play with racquets) than the latter."

There is an excellent section on myths and rituals, obscured under the heading, "The Dynamics of Cultural Drama", which clarifies their nature and relationship in a way that could help to deepen their understanding in the classroom. The chapter, "Creativity and Giftedness", could be of great help to the teacher in providing a new perspective on his assessing the best on which drama in education rests.

On the other hand, *Group Approach to Drama* is, as it has always been, a practical aid to the teaching of drama. The books provide an admirable collection of material which could be used in the secondary school and have been virtually re-written since the first edition of 1964. In fact, Book 1 has only three pieces in common with its predecessor.

R R

Personal topics

Women. By Eileen McConnell. 0 7134 3970 X. **The Environment.** By Patricia Lovell. 0 7134 3580 1. **Work and Leisure.** By Vincent O'Mara. 0 7134 3576 3. **Homes and Housing.** By Nance Lul Fyson. 0 7134 3578 X. Batsford Educational £5.95 each.

Those who were busy in the boom years of the late sixties and early seventies producing "topic" books for the fourth and fifth years of the secondary school know how untimely they quickly became. They also have the mortifying experience of seeing that the first thing pupils comment on in using them is the outmodedness of the clothes and hairstyles in all those carefully chosen up-to-date illustrations. This is one reason why a ready flow of such books is essential. The other is that current preoccupations and current desirable information change just as rapidly.

It is not likely that an equivalent of *Women* would have been produced 15 years ago, and if it had it would have been regarded as unnecessarily strident in tone. Today it conveys the conventional wisdom, very necessarily, with a clear presentation of the facts of social and economic discrimination. Like all the really good books of this kind, it is equally valuable as adult reading. *The Environment* is a compendium of environmental issues, covering the natural habitat as well as the en-

vironmental concerns of towns and cities, including environmental factors in recent urban unrest, as well as basic information on pollution and waste.

Work and Leisure touches upon all the important issues of choice of occupation, job satisfaction, trade unionism and new technologies. The employment crisis is mentioned but its implications are not fully explored beyond mention of the need for grasping the new kinds of job opportunities and the ways like the book's final words, "Schools nowadays need to prepare their pupils for a world of leisure, as well as for a world of work". Perhaps another book should grapple with the fact that self-employment and the informal economy are the only growth areas in the labour market. *Housing* reflects the changing atmosphere of the times in considering the new emphasis on alternatives like tenant control, self-build and housing co-operatives. All four books have apt and well-chosen illustrations.

You — and All the Others. By Bill Stewart. Kestrel Books £4.95. 0 7226 5689 0.

The first thing that teachers, and certainly pupils, do with a book in the "personal relationships" area is to take a look to see how far it goes. What does the author leave out. Bill Stewart goes the whole way and discusses contraception, abortion and homosexuality. He is factual, simple and reassuring. Barrie Thorpe's illustrations have the same virtues and no one who is aware of the amount of ignorance and misconception that the young conceal behind their knowing exterior will think this a superfluous book.

Colin Ward

Nuclear notes

by Nick Thomas

The Nuclear Weapons and Warfare Collection

Adam Suddaby

Six units: Hiroshima and the Effects of Nuclear Weapons; The Nuclear Arms Race I; Nuclear Arms Race II; Deterrence and Defence; Nuclear Issues and Great Britain; European Nuclear Issues; American Nuclear Issues.

75p a unit; reference set £5.25; bound library edition £6.95

Longman Resources Unit, 33-35 Tranner Row, York YO1 1JP

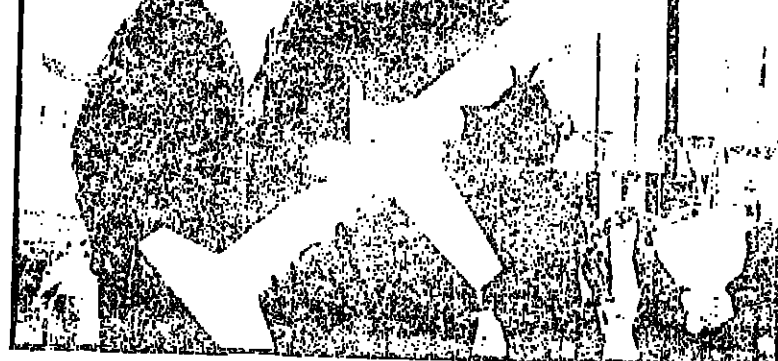
Enthusiasm is hard to muster in the face of such terrifying, horrific, despair-inducing material as this; but it must be said that Adam Suddaby has done a tremendous job of showing clearly and comprehensively in what a dreadful situation we find ourselves. The collection is billed as "neutral", and so indeed it is. It is the facts themselves that destroy neutrality.

Each unit is an A4 pamphlet, roughly between 25 and 30 pages, examining a particular aspect of the nuclear problem. Wherever possible, the collection works through quotation - drawing upon a tremendous range of sources including eyewitness accounts, impassioned polemic

from many viewpoints, and sober scientific assessments. At many points, controversy is dealt with by assembling "Yes" and "No" arguments on facing pages. Maps, graphs, figures, photographs and cartoons are used liberally.

Hiroshima and the Effects of Nuclear Weapons sets the context for all debate with personal accounts by survivors of the Japanese bombs - and then points out how massively such suffering and chaos would be multiplied in most current scenarios. There is a long fictional account of the result of a single nuclear explosion over Birmingham. The two pamphlets on *The Nuclear Arms Race* first describe the weapons systems, and then look at the proliferation of nuclear arms, and at attempts to move towards disarmament.

With *Deterrence and Defence in Nuclear War*, the collection enters the realm of major controversy. Francis Pym sums up the establishment position clearly and bleakly: no-one is in favour of these weapons, everyone wishes they did not exist - but since in the real world they do, we have to deal with them. Which means deterrence - and all the mad logic entailed by it. "I know that you know that I know



that you know..." postulates. Adam Suddaby well documents the craziness of deterrence, and yet the experienced helplessness of those who maintain and extend it. This unit also examines claims and counterclaims about the efficacy of civil defence.

Nuclear Issues and Great Britain describes this country's nuclear arsenal; and then works through the various positions on why, and whether, Britain should have an independent deterrent - and/or permit what has now been shown to be a massive American military presence here. The two units on Europe and America do a similar job for these areas. Currently topical issues such as cruise, theatre nuclear warfare, and

These units offer an excellent survey of the field for students of about 16 and over. They can be worked through fairly quickly, or analysed in greater depth with students going to other material (a bibliography might have been helpful, but quotations are all referenced). The collection is surprisingly cheap, and pulls no punches - in fact, there is almost too great a supply of quotations documenting our plight! Thoroughly recommended.

Software boost

The amount of software available to secondary schools was significantly boosted last week with the publication of the Longman Spring Micro Software Catalogue. The catalogue contains a number of new programs, the majority on science subjects, but there is also software for history, geography and computer studies.

New titles include physics and biology programs from the Warwick Science Simulation project and the Computers in the Curriculum project and the Computers in the Curriculum project at Chelsea College. There are a number of games and simulations for geographers from Chelsea and a new *History Census Analysis* pack from the same source.

This last unit is designed to overcome problems in using historical documents in the classroom and is based on the 1851 census returns. It includes a teacher's guide and students' leaflets; a program which enables students to interrogate the encoded files of data, an encoding book giving details of the encoding framework and a program which enables the creation of files of encoded census data.

Other history programs include *Campaign*, a decision-making game, and *Disraeli and the Eastern Question*, a competitive game. A number of new geography games are also available.

Mr Roger Watson, managing director of the schools division of the Longman Group said that the company hoped to have more 150 titles available by the end of the year including primary programs, the first batch of which would be published at Easter. Longman's programs are mainly from projects sponsored by the Microelectronics Education Programme.

The list of publishers involved in computer software production is growing. There are now 14 members of the Educational Publishers Association Software committee and many of these are publishing programs and related materials this year.

In September Heinemann will be publishing 24 programs for primary school from Five Ways Software, which is being developed by Dudley primary school. There will be anthems including "myself", travel, and the home. Each will be approached in four different ways, through, for example, maths and English. Each program will cost less than £10 for a cassette and will be available for the BBC micro and the RML 480 Z.

EXTRA

History A dis-contented historian

By Geoffrey Timmins

FOLLOWING the publication of the history 16-plus draft proposals, discussion has taken place in *The TES* on the desirability of introducing a minimum core of historical content at school level. The proponents, Richard Brown and Christopher Daniels, have rehearsed their arguments in two articles "Is their still room for history in the secondary curriculum?" and "Content confronted" (*TES* December 1981 and April 9, 1982). In a short letter, (*TES* January 8, 1982) I raised objections to their ideas. I now offer more detailed comment.

Those who advocate a minimum core of content have not given us any detailed guidance as to what they think this content should be. It may be that they need further prompting. For instance, would they go along with R. J. Unstead and advocate a detailed content for each year of the junior school? If so, what should this content be? Would they go along with Unstead in basing their content on a chronological gallop through mainly British history, going from Stone Age Man to Space Age Man, emphasizing the great people and the great events? And what content would they choose for the infant years and for the secondary and tertiary years, bearing in mind that a meaningful progression would need to be established?

So far, all that Mr Brown and Mr Daniels have offered us are six broad criteria by which content may be selected.

It may be quite appropriate to use such concepts as similarity/difference and continuity/change (two of the criteria they mention) in helping to determine content, but this does not necessarily lead us to seek a minimum core of content which, presumably, all children must study. If I used these concepts at all, I would do so to select a content which best met the needs of my particular situation, as well as the objectives I had in mind. Since circumstances differ considerably from school to school, it seems inappropriate to insist on any degree of uniformity, however minimal.

Not all the criteria suggested by Brown and Daniels appear to have been fully thought through, however. For instance, how do the authors justify their rather vague statement that schoolchildren "need to know about their own country and the ways in which it has developed." Leaving aside the implications this has for multi-racial teaching - and this is not an issue we can dismiss

lightly - we need to know what knowledge children must have about their own country, why this knowledge is necessary and why it is preferable to any other. Are there, perhaps, some fundamental difficulties in life that children will encounter without this knowledge, assuming, of course, they are able to remember it once they have left the educational system? Moreover, is it really true, as Brown and Daniels declare, that teachers and employers are critical of pupils who do not acquire this vital knowledge? Mere insistence that this is the case does not make it so. We need some convincing evidence here.

I now turn to a consideration of why I think a minimum core of content is not only unnecessary, but also why it is educationally undesirable. To do so, I need to make clear an apparent difference in perspective with regard to history teaching between Brown and Daniels and myself. It would appear that, in designing a history syllabus, they think it necessary to start by identifying a minimum core of content, whereas I would begin by determining the main objectives I sought to fulfil.

To help me, I might turn to, say, the framework of intellectual and social skills and of personal qualities and interests devised by the Schools Council HGSS 8-13 Project. I would then select an appropriate content, perhaps, but not necessarily, making use of various key concepts. Ideally, I would hope to do this in consultation with other interested parties and I would bear in mind any practical difficulties imposed upon me, including the availability of resources. The content chosen would only have importance in helping to meet the declared objectives. I would not argue, therefore, that all content in history is equally educationally worthwhile.

It seems to me that historical content (and, for that matter, content in other subject areas) is only educationally worthwhile if it helps in attaining specified objectives. But this is not to say that we can, or should, try to identify a minimum core of content which every pupil must study. The obstacles are too great, and the circumstances too diverse, for this to be a meaningful exercise. Nor is it necessary, since we have a vast, and growing, content from which to select.

A specific example may help to make my position clearer. Suppose I make it important for children to be able to evaluate information.

One justification for this viewpoint might be that, throughout their lives, children will have information presented to them by, among others, politicians, advertisers and newspaper editors. To a greater or lesser extent, they will be required to act upon this information and if they are to come to an informed decision, they will need to be aware of its reliability; they will need to acquire a perceptive and questioning attitude.

It follows that in as far as we can use historical content to develop this facility, we have a powerful reason for teaching history. We are, in fact, helping children to acquire a life skill. Moreover, because history is so rich in opportunities to foster this and other skills, our claim for its place in the school curriculum is greatly strengthened. Conversely, our case is weakened by those who "advocate the mindless acquisition of supposedly important historical facts."

Viewed from this standpoint, therefore, it is plain we need not concern ourselves with a minimum core of content, since our objectives can be sought by allowing a high degree of flexibility in content choice. Indeed, the imposition of a minimum core of content may actually hinder the attainment of our objectives by imposing too severe a limit upon us, especially when we insist upon a chronological sequence. In theory, of course, it is possible that some skill-based objectives could be achieved within the confines of a specified content. Yet any attempt to do so hardly seems worthwhile unless, and until, sound educational arguments can be advanced for dictating a universally-applicable content. I await these arguments with eagerness and interest.

Essentially, my attitude towards history teaching is pragmatic. If history is still thought to be under threat as a school subject, or is likely to become threatened, then it seems to me that we need to demonstrate convincingly the positive educational advantages that historical study can offer. Such an approach will certainly bear more fruit than will the search for a minimum core of content. In the final analysis, we must avoid the charge that we are more concerned with imparting our own knowledge than we are with recognizing, and meeting, the main educational needs of children.

Geoffrey Timmins is senior lecturer in History, Preston Polytechnic.



The aim of the Macmillan series *Studies in Economic and Social History* is to provide a spring-board to further work. Michael Anderson is the author of "Approaches to the History of the Western Family 1500-1914" (£2.25 0 333 24065 0) and the illustration shows a farming family of the 19th century.

Ways of worship

by David Self

People at Worship. Christian Churches, Christian Symbols (£7.50 each) Christian Initiation: Infant Baptism and Confirmation (£6.75) Christian Worship: Baptist (£6.00) A Jewish Wedding, Christian Initiation: Dedication and Believers' Baptism (£5.25). Prices include postage and VAT.

The Slide Centre, 143 Chatham Road, London SW11 5BR

A year ago I was happy to recommend a series of slides called simply



People at Worship. Published by the Slide Centre, each pack consisted of a plastic wallet of between 12 and 24 colour, 35mm slides with notes. The series has now been expanded, taking us into more precise forms of worship - for example, infant baptism, adult (or believers') baptism, and the Jew-

ish wedding. This latter is of course splendidly visual. So too are the portfolios on Christian symbols and on the significant features of Christian churches, though there is little to reflect what the casual visitor might see on entering a less than affluent inner-city church.

If the pack illustrating Baptist worship is not as appealing to the eye as the others, this reflects only what every producer of televised church services knows: preaching the word does not result in such nice pictures as you get at a high mass.

One of the hardest things to convey to non-practitioners in an assembly or RE lesson is a sense of what it means to worship. Too often, text book writers simply opt out at this point with some suggestion such as, "Organize a series of

visits to local churches and places of worship. Compare and contrast what you see."

This is easier said than done with a large class, one period a week and no transport. For many children however, churches are alien buildings and what goes on in them can be an unhelpful mystery. These slides will go a long way towards curing that ignorance, particularly when used in conjunction with the excellent notes.

The notes were prepared, as for the earlier series, by Philip Emmett, head of RE in a Leicester school and by Maurice Stevens, Leicester-shire's RE adviser. Because these notes are easy to use and to adapt, this is one of those very rare resources that will actually work in both primary and secondary schools and, in the latter, over the whole age and ability ranges.

Travesty of Logo

John Laski on when a Logo is not Logo

I have just seen the manual for LOGO2 for the BBC Micro written by Computer Concepts of Chipperfield. I am disgusted by its failure to embody the learning concepts that make LOGO such a potentially exciting adjunct to our stock of educational tools.

Seymour Papert's purpose was not merely to provide children with a picture-drawing language, which they would be strongly motivated to play with by instantly getting results appealing to them, but also to use this as a vehicle to enable the children to engage in implicit conceptualization as a tool to simply understand geometric patterns and the programs that drew/described them.

They would be rewarded with the immediate pleasure of building more interesting pictures, a flower, say, rather than a square. More important even, is Papert's belief that children will then, unconsciously, transfer these tools of thinking from the play world of the turtles walking about the floor or drawing on the VDU screen to all the other worlds that set puzzles, or that need to be controlled. Papert spent some years working with Piaget, and it is in the context of Piaget's conception of the child's perception and learning that

Papert created exactly what he did. Two principal concepts in Logo are: that mistakes can be learned from and thus are not wholly bad, and that: to understand complicated things, one subdivides them hierarchically into a structure of self-contained, more simply understood things. Big fleas have little fleas... For the child to grasp this latter, not only must the hierarchical structure be abstractly present in the programs that draw the pictures, it must also be visible in the concrete textual object he writes.

I shall exemplify both an abstract failure and a concrete failure in this so-called Logo, but first, may I refer teachers to Marvin Minsky's 1978 Turing lecture for good speculation on how learning concepts are involved in programming activity. It is one of the very few non-technical papers in the *Journal of the Association of Computing Machinery*, and worth chasing your local librarian to get it for you.

The concrete stupidity first:

Both these programs will draw a 10 by 10 square. The Logo syntax I have used is as close to that of Logo2 as I can make it, in order to keep out irrelevant issues. What we

have here is a loop, the body of which draws one side of a square and rotates the direction of drawing ready for the next side. The loop control repeats this four times. Now, in the Logo version, the loop body is clearly visible, indented to the right, and is therefore visible as a structural unit from which the larger looping unit is built.

Logo 2 insists that the loop body follows the ";;" that terminates the loop control without any formatting spaces; if more than one command is in that body, its opening key word must, again, immediately follow the command separator ";;". Indentation spaces are also forbidden, and the body can only fall through to a new line in the middle of one of its component commands.

Now, when writing natural language we ordinarily put a space after a punctuation mark so that the eye immediately gives us a clue to the syntactic structure of what we are reading. Logo2 ignores this commonsense maxim and makes parsing to a clear structure vastly and unnecessarily difficult. Also, the syntax it has chosen makes nested loops or nested conditional ifs impossible to express.

Technically, the designers of Logo2 are using lexical scanning and parsing methods of 1955 vintage, as Basic did, which are very prescriptive of the absolute positional layout (ie not allowing any formatting "characters") of the text to be

Def'n	LOGO	LOGO 2	Size: Right 90
to Square (Side)	repeat 4, Forward Side, Turn 90	repeat 4, Forward	end
end	end	end	end
Use	Square (16)	Make Size = 16	Square

parsed. By 1960 there was no reason to use such old-fashioned techniques, and their use in 1982 suggests abysmal ignorance of well-established software technology.

Now the abstract stupidity:

I have only space for a trivial example, and readers would almost certainly overlook the difficulty in so small a case. I must ask to be pedantically self-conscious, and to take my word that, on a larger scale, it becomes of overwhelming theoretical and practical significance.

In Logo, Square is a self-contained square-drawing abstract, which, when you use it, you must give as parameter the auxiliary information of how big you want the square to be. In Logo2, Square is a square-drawing unit with a free variable so that you have, globally to set the size for Square to draw. Thus you loose the local self-con-

tainedness that is so strongly desirable for conceptual abstraction. It goes quite against Papert's desiderata to put any unnecessary difficulties in the child's way when abstraction is desirable.

I would not object to this £10 package if it called itself "Drawing with Logo-style commands". I am sure people could have a lot of simple fun with it. Where I think it is dangerous is in purveying a false image of what Logo is about; as a professional programmer it pains me, also, to see restrictive, old-fashioned techniques in use. But it is fair to say that many so-called Logos are as stupidly remote from what Logo is about as this is.

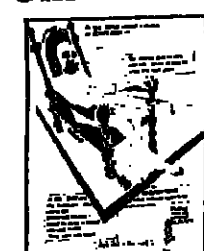
Unlucky Computer Concepts, that theirs was the one that came into my hands; their travesty has a lot of other travesties to compete with in the marketplace.

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EXTRA

Independent learning

An approach to sixth form history By Trevor James

In 1976, as part of a thorough review by the Advisory Service of the working and effectiveness of the Nuneaton Junior College, my History Department at King Edward VI College was evaluated by the County History Adviser, Peter Birch. Although an A level establishment, we were by that time recruiting a very considerable cross-section of abilities into our history courses.

Peter Birch asked me how we managed to teach such a wide clientele at one and the same time. My response was that there was a tendency to teach "to the middle". Although no assessment was made at the time, the fruits of this tendency were almost certainly evident in the department's results; our pass rate was above the national average but we were clearly not getting the best out of our strongest or weakest candidates.

Together, Mr Birch and I then considered possible ways of compensating for this inevitable emphasis to our classroom work. A greater stress on individual tutorial teaching and the attempt to invite more outside speakers were two tactics that were subsequently employed but the most important was the promotion of a scheme of independent learning.

The independent learning was to be achieved by the establishment of a History Resources Centre within the college. Our explanatory guide, published in 1976, explained what our objectives were. The centre had been established "with the prime purpose of promoting individual initiative among history students of all abilities. It was not, and is not, intended to replace classroom teaching but rather to complement it. An environment has been prepared where students may either extend or confirm their historical knowledge and perception, or may indulge their historical curiosities".

To achieve these very extensive objectives we used space; audio and visual equipment; and a wide range of resource materials. The college principal, David Jackson, made a small non-teaching room, immediately adjoining the history department, available to us and this was equipped with three tables, some chairs and a considerable amount of shelving. Peter Birch then made us a grant from the Warwickshire curriculum development

funds. This was largely used to purchase the necessary equipment to enable the resources centre to be fully operational.

As a result, when the centre opened, it was equipped with an eight-position listening centre attached to a tape recorder; a play-back cassette recorder; a "student-proof" slide/film strip projector; and the department's overhead projector.

The listening centre and the play-back recorder enabled one or more students to listen to our own tapes or those which we had borrowed on our Sussex Tapes Library subscription. Behind this provision was the idea that students could use tapes as an additional source in the preparation of essays. But they could also expand their knowledge by listening to further portions of tapes that had been partly played to them in class or they could listen to tapes as a form of revision. This provision had to be available through headphones because, for the system to work, the listeners had to ensure that they were not a nuisance to other users of the centre.

Our collection of slides, some professionally produced and others manufactured from redundant film strips, was now available for students to view and re-view using our small projector. It follows, of course, that our film-strip and tape units were also available to be used in this manner. When not in classroom use, our departmental projector was located within the centre so that students could consult our ever-increasing collection of college-produced transparencies.

In addition to the audio and visual resources, we immediately began to assemble literary and documentary resources. We established a pamphlet section. This consisted largely of the Historical Association's General Series; as the college took a variety of syllabuses and prepared students for scholarship examinations, virtually every title in

that series was worthy of inclusion. This collection automatically continued to grow because the college's corporate subscription to the Historical Association entitled it to three new pamphlets every year.

We had at our disposal a very considerable collection of "History Today" magazines. These were an obvious resource. My colleague, David Paterson, and some volunteer students set to work to index these. They compiled a card index of relevant articles, on the basis of topics within defined historical periods. Thus there were two sections of this index to support my course on 16th and 17th Century Europe. This index was regularly brought up to date and became a very useful aid to the sixth-former seeking additional and different material for their own satisfaction and for their essays.

Using curriculum development funds and also part of our departmental allowance, we also purchased printed resource materials. We had inherited a collection of Jackdaw folders from the former grammar school and we expanded this to encompass the various themes pursued on our A level courses. We also purchased the Longmans Secondary History packs. In addition we began to accumulate a collection of published documentary collections, such as J P Kenyon's *Stuart Constitution*.

We were not, however, content to depend only on conventional resources. Documentary extract files was one strategy that we pursued. Our very first was a collection of unpublished Nuneaton Local Documents provided by Ted Vessey, a lecturer at the North Warwickshire College and a respected historian of Nuneaton. Book review files were popular with the students. They were quick to notice that these could provide good ideas for essays and could also point to possible literary sources which they could then pursue through the college or local libraries. Files were started on

such themes as "British Prime Ministers", "Queen Anne's Reign" and "Local History".

To help create a historical atmosphere in our resources centre, we devoted some time to the preparation of wall displays. These inevitably stemmed from staff interests and tended to reflect topics that were under consideration in class, or they had a topical relevance. For example when A J P Taylor came to King Edward's to speak to the Nuneaton Historical Association Branch, we mounted a display connected with his work.

There would be little point in instituting such a project, if it then floundered because it had not received the support and interest of the students. To ensure that it did attract substantial student backing, we embarked on a positive policy of guiding students to the centre. Both in classroom and in tutorial time, we very deliberately made reference to resources located in the centre.

Very quickly the room became a haunt of a considerable number of students, of varying attitudes but all with the clear desire to improve their historical understanding, and it was soon clear that it was attracting a regular clientele (known within the department as the "cognoscenti") who used it as an alternative working place from the college library. They could find good book provision at the latter but they knew that they could find ever-expanding alternative materials at our resources centre.

It would be difficult to evaluate its effect on our A level results, but there were some borderline admissions who ultimately achieved A level successes and whose successes I would attribute in considerable measure to time well spent in the resources centre. In terms of historical perception and the enjoyment of history as an interest, it was very clear that it was having a beneficial effect. This was evident from the general level and tone of classroom

and tutorial discussion and in the context of essays. Perhaps the most effective evaluation of this effect came from the anonymous student who pushed a note under my office door one morning and who explained that the Sussex Tapes had not been changed for several weeks. This was evidence that we had succeeded; we were now being pressed for improved provision by the very clientele that we had hoped to serve.

Anyone interested in pursuing such an approach to independent learning may wish to know how we regulated the student use of, and behaviour within, the centre. The centre was located directly opposite to one of our teaching rooms and only yards from the department's office and, from the very outset, the staff made a deliberate decision to spend a little time per week within the centre. Our Explanatory Guide, compiled for visitors and not students, expressed our position: "Student usage of the centre is based on trust and silence is the operating norm. Some staff usage of the centre and regular staff presence in the immediate proximity mean that both principles can be applied discreetly and without difficulty".

We were able to live up to these claims and misuse and abuse of the centre were largely avoided. Apart from the natural temptation to talk, the worst case of abuse that I ever discovered was a student using the listening centre to play a private (and non-historical) tape.

The creation of a resources centre helped to confirm two basic beliefs about sixth-formers and advisers. It was clear that sixth-formers were keen to accept the challenges and opportunities presented to them by this form of learning and, as important, it also demonstrated the supportive nature of the Advisory Service. In the latter context our adviser encouraged us to think in an original fashion about our provision and then, when we had formulated a viable scheme supported with resources (this was the Advisory Service at its best).

Trevor James is now deputy headmaster of William Rhodes School, Chesterfield. He was formerly head of history and general studies at King Edward VI College, Nuneaton.

Out for the day

Industrial museums are commonplace nowadays, so it needs a special recommendation to persuade most people to make the effort to see a museum which tells the story of the china-clay industry of Cornwall. But one of the many excellent reasons for visiting Wheall Martyn is the lesson it offers in how to make the best possible use of the most unpromising material. Even if you have minimal interest in the processes by which kaolin (china-clay) is found in decomposed granite, and how it used to be extracted, processed and transported, you cannot fail to be impressed by the imaginative way in which the museum displays and exhibitions have been laid out.

The Wheall Martyn Museum has been established by the china-clay industry "to preserve and record the industrial and social history" of the part of Cornwall affected by the industry. So apart from settling pits, mien drags and slurry pumps, there are splendid waterwheels, and displays which feature former methods of transport, such as horse wagons and lovingly-preserved steam locomotives.

The museum is open from 10 am to 6 pm in the summer season (April 1 to October 31). Parties are able to visit the museum in winter (November to March) provided application is made in advance. Parties are also eligible for a reduced admission charge if prior bookings are made by writing to the Director, Wheall Martyn Museum, Carthew, St Austell, of Cornwall.

Jessica Saraga

Phillip Sauvain



"The Greek and Roman World" by Jon Nichol (Blackwell £2.10, 0 631 93330 1) offer evidence in words and pictures of first-year's to do the questions and activities given with each section, culminating in a class quiz.

ing in terms of general crises in Europe you can see them everywhere. *The Third Reich* deals only with one country, the one which affected most Europeans most drastically. D G Williamson's Hitler is steered by unreason, unable therefore to allow participation in decision making, and essentially a racist politician, but the idea of Hitler as a long term policy maker is explained well. The only disturbing element here is that although Hitler is condemned in very strong terms, the reasons for this condemnation are assumed, not explained. One generation's consensus, borne of experience and etched into the consciousness, may not always be obvious to succeeding ones. The Germans learned the hard way that minority attitudes can take over. What's wrong with brainwashing children and anti-Semitism must be

A sense that things can last

Teaching history in a truancy project. By James and Anne Bromwich

Off-site projects - that is centres dealing with children who, for a multitude of reasons, have failed to handle compulsory schooling - need continually to re-appraise their work. A major difficulty they encounter, along with all small schools, is ensuring that their curriculum is not too narrow with a constant stress on English and maths.

A 1978 survey of behavioural units indicated how small a share the humanities as a whole had in their work. Her Majesty's Inspectorate found that out of 108 units only 23 taught history and the pattern was similar for all subjects in this area. Yet a strong case can be made for the inclusion of history which extends beyond the simple need for variety.

CAVE is a charitable trust in Lambeth which runs a daytime school for truants and two other educational projects. They are funded largely from Intermediate Treatment money through Social Services and by the Inner London Education Authority. The school was specifically created to cater for the long-term truant who has failed to attend school for months and generally has a long case history of truancy. Of the 12 to 16-year-olds many have been truanting for more than a year and, in some cases, much longer.

The students are referred to CAVE mostly by education welfare officers and by social workers who know the families (usually because truancy is merely one manifestation of a number of problems causing concern). Inevitably, truancy is also only one aspect of a variety of individual and personal difficulties; in many cases behaviour may well be

disruptive. Some truants are close to a petty criminal life, others to a situation of semi-permanent dependency on - and often conflict with - officialdom.

They are often depressed, frequently pessimistic and virtually all have a low self-image. Ability varies considerably, ranging from those who need basic literacy and numeracy skills to those who, given a conventional education, would have been gaining high grades in external examinations and indeed, at CAVE, take up to five CSE examinations. However, what unites them as a group is that they have chosen to opt out of ordinary schooling at a crucial stage.

As a "last chance" before formal educational responsibility ends, a project such as CAVE must aim to function at many levels, personal, social and educational. The school provides an opportunity to focus on specific needs and to develop relationships - for most of the children mixing with their peer group poses great difficulties and the large secondary school usually has only served to exacerbate their fears.

Clearly, it would be possible for an off-site project like this totally to ignore history; so many parts of the usual school curriculum have been missed, so much could be done in terms of "life-skills". It is necessary therefore to return to one of the basic justifications for teaching history. Arthur Marwick wrote in *The Nature of History* (1970): "As a man without memory and self-knowledge is a man adrift, so a society without memory (or more correctly without recollection) and self-knowledge would be a society adrift."

A common feature of these children is that they too are adrift.

Many from broken families, with little sense of belonging to community or locality; they are emotionally and intellectually starved of a sense of context. Learning history, to someone with little experience of the secure or long-term, offers a real sense that things can last, that people have lived many different ways, but that there are common features which hold us all together.

A sense of time, especially the great length of man's history, provides not only meaning to the past, but promise for the future: the continuum of humanity through time reinforces the sense of meaning for the present.

In this way, history is a vital therapy: it helps put the children in touch with their own feelings and encourages an ability to see how people relate to each other. This can strike at the core of deep-seated anxieties and insecurities, whether it be doubts of their own worth or some bitterly felt racial prejudice. Yet it teaches without threatening, as problems about man's behaviour are treated at one remove.

For some children even imaginative work is easier in this area, whereas "now" related creative writing can give rise to too many tensions. There is another significant advantage. History is better taught as a group activity, so fulfilling the need to mix and share.

The case for history may be convincing, but it does not make for easy teaching. The children have a low curiosity threshold and the onus is usually on the teacher to supply interest and involvement whenever a new subject is tackled. It is hard to guarantee a certain response. Any teaching in this type of environment is emotionally and physically demanding.

ing - it calls for agility and stamina to react to nuances of behaviour and mood, to face rejection (one boy tore up every piece of work for the first few weeks), and aggression.

Humour, calmness and flexibility are invaluable, if not always possible! To teach history in this context of quickly changing moods means having numerous options worked out and the resources to back them up. In this way history can become and remain a pleasure.

During the past four years the approach to history in the project has changed, marking a growing confidence in its relevance. At first taking the form of individual project work, as relationships grew, teaching skills evolved and students expressed tentative interest, it became a group lesson within the regular morning timetable of academic work. It currently takes up on average an hour a week, though this may vary according to interest.

There is no formal syllabus. Topics are selected alternately by teacher and students, each topic generally lasting about half a term. They represent a catholic taste from prehistoric animals to the first world war, from costume 1400-1600 to Victorian social conditions. And it's only a brief diversion when reading Barry Hines's *Kes* to illustrate medieval falconry through the wonderfully evocative early fifteenth century Devonshire hunting tapes.

Devonshire hunting tapes tries at the Victoria and Albert Museum. Equally so, original source material can form the basis of a blood and thunder topic like the plague and fire of London. Henry VIII, the Aztecs and the Incas give glimpses of other worlds and times. Bruner's spiral curriculum and the Schools' Council History Project

might be invoked, but basically it is a pragmatic choice. The closest analogy is really with primary work and technique, but, although in this sense it is a reversal, it provides the feeling of security and satisfaction that completion of work in roughly half-term blocks can give.

The choice of material is also founded on declared interest, each topic individually can be justified, and the talking and discussing - the dynamic element hardest to convey on the printed page - which goes on in all the lessons can be used to make the children feel the passage of time and to highlight ideas of change and similarity.

At the same time, creating opportunities for the children to relate their own experiences and explore their own feelings.

Ancient Egypt remains as popular with adolescents as with younger children. Little can be taken for granted about what they know, so the topic begins with a geographical outline. They study atlases, draw a map and discuss how rivers work. The maps will go into a folder often made from stapled sheets with a coloured title page to be designed according to personal choice. Some children have such a lack of confidence that the sheer bulk of an exercise book can be intimidating, so the folder obviates this kind of initial irritation and there is satisfaction to be had in adding extra sheets if necessary.

The work tries to build-in success and have something worthwhile to show for time spent - it is not then transitory. Pride and care in presentation is stressed and helps reinforce the idea of permanence and greater self-esteem. Drift is combated in practice as well as in subject matter.

continued

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With *Seventeenth Century Europe* Macmillan's Documents and Debates series completes coverage of Britain and Europe from the sixteenth century onwards. The format has been a successful one; the century is seen in terms of ten topics, explored through a combination of contemporary evidence, secondary source extracts to represent varying interpretations, and questions based upon both. Where there is controversy - and most centuries can produce at least one - the debate heats up. The hottest issue here is the "General Crisis" idea, launched by Professor Hobsbawm in 1954 (if you don't count Voltaire who had a similar notion in 1750) and still running. Was there a European-wide crisis in the seventeenth century? If there was, was it economic? political? administrative? intellectual? John Donne already at the beginning of the century found everything called in doubt by the "new philosophy", and by 1643 Jeremiah Whitaker was telling the English Commons that "these are days of shaking, and the shaking is univer-

sal". It's difficult though to find many continental contemporaries coming up with similarly quotable sentiments. There are no right answers in the controversy, but it's useful, in A D Lablinska's words, because it helps to "penetrate deeply into the essence of events". In conjunction with the chapters on individual countries, the idea of general crisis provides a paradigm within which the processes of change may be better understood. Longman's Seminar Studies series is another well established aid for A level and degree students. Each taking one topic only, and designed to "provide an up to date and authoritative introduction... as well as a selection of relevant documents and a comprehensive bibliography", the books provide a fuller treatment than Macmillan's Documents and Debates, with more author's text, and extensive references to secondary sources instead of extracts from them. There is more emphasis here on facts as well as interpretations, the what as well as the why. *The 1848 Revolutions* certainly contains some lucid and concise accounts of these later "days of shaking", and for explanation comes up with not very much more than the weather, disastrous harvests and slack trade. You can't measure human misery, but when there are food riots, whether or not masked by high ideals like liberalism, you can bet your life it's bad. Where there are no riots, it might be even worse; the Irish were already done for by 1848. As with the seventeenth century, it's not possible to find single causes, but it's instructive to look at Europe as a whole which may not necessarily be the same as the sum of its parts.

Europe after the First World War was another period of strong feelings, economic disasters and extreme reaction. Once you're think-

EXTRA

A sense that things can last

continued

The second stage is to present a striking visual impression through slides and pictures: the pyramids, the Valley of the Kings, Tutankhamen and social life as seen on the tomb paintings. Discussion is encouraged and there are plenty of potentially very interesting "take-off" points which occur. Members of the group subsequently select aspects of the topic from a list, to which they can add if they wish, including everyday life, burial rites, clothes and make-up, the gods and Tutankhamen.

One of two made British Museum paper models of boats and decorated coffins, another studied hieroglyphics and became so enthusiastic that in the end all of one group did encroach with their own names in hieroglyphics.

A visit to the British Museum - despite a vociferously declared horror of museums and an adamant refusal to go - did give an extra dimension to Ancient Egypt: the mummies and sarcophagi, the gods and the jewellery were there to see. Tangible history. The things of man do last even after several thousand years. The children's booklets are finally displayed, endorsing the reality of their work and effort.

A similar mixture of open-ended choice has marked a recent project on the Middle Ages. This ended up unexpectedly concentrating on knights and castles following a story description of the battle of Hastings. Both boys and girls loved colouring in the splendid line drawings of knights in armour published by the Department of the Environment. Perhaps comparable to the joy of brass-rubbing, with the same irrational sense of having been creative.

Calm, concentrated activity, may be spread over a number of lessons, settles a child who can't sit still, and brings a non-threatening "anonymity" for the child learning to work with a group, and a simple colouring-in task certainly doesn't preclude discussion. Sometimes far more formal information can be put across in this kind of informal atmosphere.

The drawings led on to a determination to have the correct medieval French names for the armour parts, which in turn progressed to heraldic devices. The room with its separate small work tables, which can rapidly be pulled together to form a large work area, allows the children to work individually, quietly to one side, or as a group, or even to spread out to the floor if that seems most apt.

No great claims to originality can be made about methodology. Few history teachers will not recognize many perfectly normal ways of approaching material. Prepared worksheets or highly-structured programmes of work are extremely rare. Curiosity has to be stimulated at first orally and visually. The challenge (and the risk!) for the teacher is daring to be enthusiastic in the face of initial apathy, indifference or downright hostility. To begin to turn negative feelings into ones which are positive and hopeful.

Teaching history is a valuable way to touch these human feelings and fits into the jigsaw of the curriculum aimed at encouraging the students to respect their work and themselves. In the end, the child may learn not to run away from a difficult situation, which has been the pattern of the past, but start to face challenges with a greater confidence.

There is much to be said for Jung's memories: "One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child." History is a way towards such understanding and such warmth.

Anne Bromwich is teacher in charge of CAVE School Triunty Project. Tim Bromwich is a senior lecturer at the City of London Polytechnic.

"Thingummybob"

Susan Thomas reports on a drama-documentary musical that combines original historical research and community service

TECHNICIANS balanced lighting levels, one girl fixed her turban, another her stocking seams and a couple of boys hummed a Glenn Miller number. "This is much more than reminiscence theatre or A level project work", Frank Hornblower, director and Head of Social Education and Drama at the John Roan School, Greenwich, said.

"It is an original historical research and a piece of community service in which the old people are willing participants. Instead of passive recipients."

"This" was "Thingummybob", a theatre workshop musical drama-documentary named after an Arthur Askey ditty popular in the forties. I caught up with it at the Albany Empire in Deptford. With ten down, and two to go, the cast had already done the show in sheltered homes, hospital wards, a riotous OAP's Christmas party and a serious social workers' "Exploring Living Memory" conference. The Albany Empire night, the first showing in a conventional theatre, was a chance for friends, relatives and the general public, all 220 of them, to see it.

"Thingummybob" was performed by a sixth form consortium drawn from three schools - John Roan, Blackheath and Bluecoat, and Greenwich Park Girls. Based on the wartime experiences of old people in the neighbourhood, it grew out of a suggestion by the volunteer organizer of Greenwich Task Force.

Frank Hornblower was enthusiastic about the idea. "It fitted my obsession with drama and theatre - could be done in the twice-weekly after school drama workshops,

should be entertaining, worthwhile and concerned with contemporary issues." But how to find a vehicle for a cast of 14 girls and only six boys?

A solution was found in the Woolwich Arsenal - "30,000 women worked there during the war - in the world's number one target for bombing. Their children were evacuated - the men away at the front - they did dirty, gruelling work at the same time as coping with rationing and the raids."

The first step was to talk to the old people. "Students went out to sheltered homes and made a marvellous set of tapes, themselves a valuable historical resource. There was no problem getting people to talk. Once started they were away. They recalled feeling filthy all the time, being searched every day, walking miles for the canteen or toilets, their favourite radio shows and all about the film stars."

The group went to the Imperial War Museum too. There was, however, very little material available - a picture by Dame Laura Knight, a few posters urging women into the factories, a short film "We are the Arsenal Girls" and a sprinkling of photographs. The effect of the Official Secrets Act or a lack of interest in the subject matter?

Relatives, friends and staff unearthed resource material. Contemporary women's magazines surfaced from cellar and attic. They showed a preoccupation with Hollywood glamour - "Jean Kent's Cooking Hints", and an irritatingly patronizing style. The students were angered to see how the women had been



The Arsenal girls escape the horrors of munitions work with a song.

manipulated, praised for working in the factories during the war and pushed back to their "proper" place in the home once it was over.

They invited the OAPs to see "Ruskie the Riveter", an American film about women ammunition workers, with them. "They identified tremendously" one girl told me. "What surprised us was that they still say that in spite of the unfairness of their treatment, they wouldn't want to have changed things. They say they were happy."

The workers enjoyed their short lived independence. Their £5 a week was a fortune at the time and they escaped the horrors of the 10-hour day shift and horrendous risks by slipping into a fantasy world of Hollywood romance. Vera Lynn, the big bands. "They still remember the words of the songs and whole chunks out of 'Casablanca' and 'Brief Encounter'. When we show it they sing along and speak the lines."

The research completed, each member of the group chose a character and wrote a life story. Then they considered situations which had arisen in discussion with the pensioners - buying black market stockings, the girl whose fiancé was reported missing, the one who gets pregnant, the factory accident.

"Interestingly" said one girl "they didn't want to talk about the bad times. But one old lady said to me 'I hope you never have to go through what I've been through' - made me feel terrible. They were

conditioned not to notice the accidents and shut out thoughts of what a bomb on the Arsenal would do. They were shocked by talk of abortions, didn't swear like we do and had very mixed feelings about men in reserved occupations."

Finally a plot was hatched. October 21, 1943 - the day after a raid on the Arsenal. In 1935, drew into fantasy with Humphrey Bogart and Lesley Howard, "Workers Play Time" with the Andrews Sisters and a lively rendition of "Thingummybob" the machine operators song. Scenery was non-existent, props minimal.

Inevitably there were problems - with the research, transport, the organization across three schools and timebusting the performances. Next time it should be easier. Community service, education for leisure and self help groups must be a vital part of education in the eighties. It is everyone's interests to balance academic and social priorities.

"The old people loved it - we got lots of feedback" a delighted youngster told me. "The kids have developed a new understanding of old people, it was marvellous to see them chatting away after said shows." Frank Hornblower has been pregnant, the factory accident. "Interestingly" said one girl "they didn't want to talk about the bad times. But one old lady said to me 'I hope you never have to go through what I've been through' - made me feel terrible. They were

The Interregnum

The English Republic 1649-1660. By Toby Barnard. Longman. Seminar Studies in History £1.80. 0 580 35231.

A purged parliament, a nominated parliament, a constitutional Protectorate and elected parliament, a hereditary Protectorate and a bicameral parliament, all were tried between the death of Charles I and the death of Oliver Cromwell, after which government degenerated from the pragmatic to the ad hoc to the anarchic. The English Republic 1649-60 narrates these attempts to replace the Stuart monarchy, and the eventual realization that if no suitable replacement could be found, then Stuart monarchy would

have to do. It is a concise and balanced account of the Interregnum but somehow it fails to come alive; the political machinations are there but not the gut feeling. This was a period of passion, but there's no suggestion of what it was like to feel it, to believe that the establishment of God's kingdom on earth was less than a decade away and that you were among those who were to prepare for it; to have an intense conviction, therefore, as Cromwell did, that he was God's instrument, and need only discover God's purpose, in order for everything to be worked out.

Toby Barnard refers to Cromwell's "honourable life", but finds him a contradictory figure combining "conventional political" views

with radical religious opinions". This is to miss the consistency with which Cromwell developed the principles of 1642 to his "fundamentals" of 1654 which included a parliamentary share in executive power, purliamentary control of the army and freedom of conscience, a sober and coherent response to the seventeenth century problem. Where too are the highs of the real radicals, hoping to see the old world "run up like parchment in the fire", and a new relationship forged between man and man, and man and God? And were the despair of the Restoration, the hopes of 1640 finally repudiated, withered, or lost in the chaos? "I would fain know what we have fought for," Rainborough had said in 1647, fearing it would be

nothing. What would he, what could he have said in 1660? John Milton wrote *Paradise Lost*.

Typically of the Longman "Seminar Studies" series, the document section is illuminating and far from the standard offering you could find in any seventeenth century collection from Gardiner onwards, and the text will do very well if you want basic information, carefully viewed from both sides. But if you want the poetry and the passion you must go back to Christopher Hill, or to C V Wedgwood, or to Antonio Fraser or any of the other countless writers on the seventeenth century who show that one way or the other, they really care.

Jessica Saraga

Laxton

A unique village described by Bryan Waite

As you speed along the A1 north of Newark there is little to show that you are on the edge of Sherwood Forest and that only a few miles away lies the unique village of Laxton.

Suppose you turn off the A1 and pass through Laxton. At first you would find nothing special. The fields might seem large but the rural landscape around appears mundane and the quiet village unremarkable, not even pretty. What, then, is so remarkable about this place?

Laxton is a survivor. It has largely survived the changes in farming and landscape during the last thousand years. It encapsulates the medieval open field system not as a static open-air museum but in full working order. Indeed, since its present-day farmers work it for profit using modern methods and technology where possible, it gives a cross-section of the continuous history of English farming too.

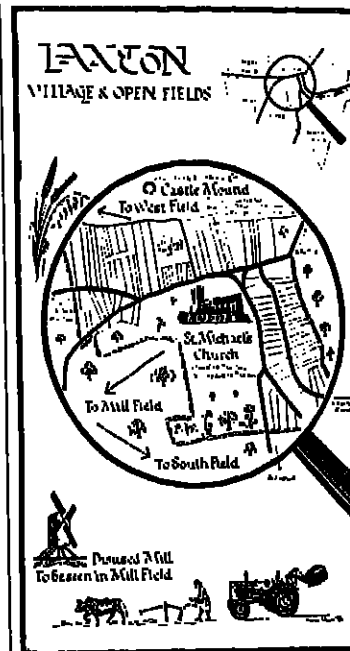
There are open field survivals elsewhere such as in the Isle of Axholme and Braintree in Devon, but no other village retains its medieval system of strips so completely in working order with its manorial machinery intact. Moreover, because of a couple named C S and C S Orwin and a man named Mark Pierce, Laxton is well-served by documentation.

The Orwin's classic book, *The Open Fields*, published 50 years ago, takes Laxton as a case study, carefully examining its origins, development, organization and management. They could do so very largely because Mark Pierce, in 1935, drew a great map showing every building, each strip and furrow, enclosures, meadows, woods, sylvan, routes and paths. Each strip was numbered and related to a beautifully written terrier on which occupiers are listed. Then Laxton consisted of about 100 families of whom 90 held strips ranging from one acre in size to eighty acres scattered in Mill Field, South Field or West Field. There was a windmill and a castle mound. The map is vividly illustrated by drawings of ploughing, sowing, harvesting, haymaking, partridge hawk-hunting, hare and stag hunting. In fact, like the famous *Luttrell Psalter* evokes fourteenth century village life so in a more modest yet precise way does Mark Pierce's map illustrate his own time, which has, indeed, preserved the medieval farming system.

How can all this help the teacher and pupil? Even without visiting Laxton it can be taken as an excellent example of a mostly vanished social and agricultural system. The Orwin's book is widely available in libraries and its detailed maps allow close study. The University of Nottingham has produced an Archive Learning Unit: *Laxton - Life in an Open Field Village* (Department of Manuscripts, Tel. Nottingham 56101). There is a booklet available from St Michael's Church Laxton, entitled *History of Laxton plus post-cards*. Recently a complete issue of the *East Midlands Geographer* (December, 1980 from Department of Geography, University of Nottingham) was devoted exclusively to Laxton with much new information and an article, "To the Manor Born" in *Esso Farmer* vol 32, no 2, 1980, not only describes the village past and present but looks at problems today for farmers. The cover is a colour map showing strip distribution and ownership now.

The Laxton Estate passed from the Earl Manvers into the possession of the Ministry of Agriculture in 1952 and was recently put up for sale. This produced a national furore that a precious part of our heritage would soon be split up and vanish.

However, in 1981, the estate passed to the Crown Estate Commissioners and is now administered by



Carter Jonas, Chartered Surveyors, 42 West Street, Godmanchester, Huntingdon, Cambs. The expectation is that Laxton has been saved intact for the future - "The Crown Estate Commissioners have given an undertaking that it will be their intention to continue as at present organized the open field system and associated customs". A short article in *Agriculture* (March, 1972) explains more about the previous management of the estate and the management of the Court Leet and Jury, in itself an interesting aspect to develop for history teachers.

A filmstrip and film were made some years ago (details in the Archive Unit) but more recently the University of Hull Visual Centre produced its own film which can be hired from the National Committee for Visual Aids in Education, 23 Queen Anne Street, London W1M 0AF (Film Library 01-670 4247). Though the film is good, in some respects the older one has more appeal.

A recent book by Sheila Sancha, *The Luttrell Village* (Collins, 1982) recreates life and work in a medieval village through a series of well-researched and skilfully drawn sketches based on the village of Irtham, Lincolnshire, the original home of the man who commissioned the *Luttrell Psalter*. Since this place is only about 30 miles from Laxton there is an interesting and productive comparison to be made in class, using the book.

Why was Laxton not enclosed? What would have happened if it had been? Why not "complete" the course of history" by simulating enclosure through a role-playing game? You can use base maps from the Orwin book and groups can work on completing the enclosure of each field taking the methodology from *Village Enclosure*, D Birt and J Nichol, Longman's History Games, Resources Unit, York.

Having examined Laxton in class, if possible visit the village. Using the *Laxton Trail* (Nowark District Council) your class will be able to observe the subtleties of the village landscape, particularly the moor landscape, one of the largest in the country. St Michael's Church with its Lexington, United States, connections.

The open fields can be walked through to see the strips, commons and sylvan. Such a visit can also be combined with conservation studies in Newark or Lincoln; Southwell in Newark (another trail available); the Sherwood Forest Visitor Centre, Edwinstowe and the National Mining Museum, Lound Hall, Beveridge. All within 20 miles of Laxton - a truly surprising and remarkable corner of England's historic landscape.

EXTRA

Historical training

By John Bell

Any long distance railway journey is, to an unavoidable extent, a journey into the past. Pardon the sci-fi cliché, I do not mean Sir Peter Parker's boys will take you on a time-warped experience when all you were wanting was the 8.15 out of Euston. No, if it's Star-Treks you are after, the Midland Region will not provide; what it does offer is less dramatic but more real.

To a great extent the main lines of today were laid out in the early 19th century, consequently one sees a 19th century landscape flashing past outside. This may not be apparent as one passes through, say, North London commuterland or the new city of Milton Keynes. Yet great tracts of railway-dissected landscapes appear substantially unaltered since Robert Stephenson or Brunel first tramped through them with a surveying team and a wary eye for embittered landowners. Perhaps this is most obvious in the way the countryside gives way so suddenly to the industrialized area of a town.

One moment you are counting sheep, then into a cutting or tunnel, and the next thing you hear is your train being announced at Platform 5. Your only warning may have been a signal box bearing the legend "South Junction". Such a sharp distinction between town and country almost invites comparisons with medieval walled cities.

You see signs, too, of the long-ago disruptions caused by the railway. Enclosure hedges cut by the rails like a knife, or peculiar shaped fields where farmers have tried to make some arable sense out of the dislocation caused by the straight

lines of Stephenson's surveys and the big hoots of Brassey's navvies. Once this gives way to an urban landscape, then it is not to the estates of the 20th century, but the industry of the 19th. Industrialists of the 1860s and '70s followed the railways like property developers follow roads a hundred years later. Both groups following the dictates of the currently efficient transport system.

So in general it is the brick-built homes of engineering you see, interspersed with modern modular replacements like filled teeth in an ageing mouth. It is difficult to realise that these now "ratty" looking "basic industries" were the main-spring behind the development of railways.

Next to the workshops are the houses built for the workers. They all look firmly away from the railway, revealing the shambles of their "back-side". Unpainted or gaudily painted frames, a batched extension, things propping up other things, rotting bicycles, greenhouses, tidy gardens, untidy gardens, mid-century whitewash, and newly lumbered undies. And the pigeon houses - always the pigeon houses. It recalls Orwell's description, 40 years ago, of the British being pigeon fanciers, stamp collectors and coupon-snippers.

It's not only the houses that have their backs to the railways. Every-thing wants its back to the railways; factories, farms, boardings, fences, the very cars in the car parks seem to park with their backs to it. Which is surprising when you consider how many people turn to watch or wave as the trains go by.

It is also the mode of transport that supports this feeling of the past. As you clatter-click or rumble (depending on the rails) over or under a road, the lorries or cars appear to be futuristic in contrast to your rocking coach. The effect is heightened at level crossings when these monsters await you and the impression is that of power giving way to sail. You may also be reminded of sail, or at least the Calais Packet, on a stormy night as you endeavour to consume a cup of hot liquid whilst rocking around over Stephenson's silly 48 1/2 gauge.

You are unlikely to be consoled by recalling the tale that the gauge is supposedly based on Roman cart axle length. This kind of link demonstrates that the railways have a great inbuilt historical tradition and in consequence must surely have greater numbers of devotees than any other transport system. The relic of its past are to hand at every side. Abandoned platelayers' huts, old carriages and forgotten trucks in sidings, together with all the decaying paraphernalia of the steam age.

As you pass British Rail's garreries the sewage farms and the allotments, and then more allotments (all with pigeon houses), you cannot fail to be conscious of this journey through the past. It all seems summed up by the fact that BR - despite its attempts at modernization - still uses the language of Victorian, doing naughty things with the communication chain is still deemed to be "improper".

John Bell is Head of Community Education, Sautonbury campus

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EXTRA

The new face of A level history?

By Richard Brown and Christopher Daniels

At a recent conference for sixth-form historians in Cambridge, Professor G R Elton informed his audience that A level history examinations are an unnecessary evil to be endured before the student can reach the "proper" study of history at university. Leaving on one side the doubt that Professor Elton's strictures on A level history might also be applied to Cambridge tripos papers, there is much validity in his claim.

Three-hour papers of four essays, or the possible inclusion by some boards of gobbets of primary source material, do not allow for the testing of a wide range of historical skills, and encourage at worst a very dull two-year course.

In 1977 we urged in these pages a Schools Council project to initiate reform of A level history; the response was small, although the council's history committee listened to several ideas, and the imminent demise of the council makes future progress in this direction unlikely.

Fortunately, the boards have now begun to respond to criticism of the "old order" and their most recent proposals will certainly change the nature of history at 18-plus and do much both to relate A level history to new methods of teaching and examining at 16-plus and also to making the subject more valuable to those whose study of history will end with A level as well as prepare those who go on to study in higher education.

The fundamental change is that at least 20 per cent of the examination assessment should be based on "the ability to evaluate and interpret source material as historical evidence and to demonstrate facility in its use."

Like most statements of intended change this is somewhat ambiguous. There is a lack of clarity in the meanings of "to evaluate and interpret" but especially in "source material as historical evidence which needs to be tightened up. What do we mean when we "evaluate" a document?

What historical and other skills do we use? What different levels of evaluation are there, and which approximate to grades E and D? If we are to move to a skill-based component at A level then we must be clear what skills are being assessed rather than making the statement that students should be able "to demonstrate facility in its use". Historians and history teachers - need to examine the place of documentary studies in their curriculum. Are they the equivalent of practicals in the natural sciences and technical subjects?

If so then 20 per cent seems a niggardly amount to allot them. This reticence can be seen in the attitude of several boards which have previously included documentary material in special subject papers - usually as prescribed documents tested in the examination by gobbets - while

the AEB's pilot scheme had a separate paper with long "unseen" documents to test historical skills. Now merely to test documents is to be mandatory rather than optional. Where a board allows a study of an outline paper and a special paper then the documents may be included, as they are now in many cases, in the latter. But where this is not available, or a school chooses to study two outlines, then documents will be introduced into the papers of either or both of these.

What kind of documents will appear? Will the documents be long (as in the AEB paper) or short, "seen" (as prescribed sources) or "unseen"? Will they be taken from any topic of the outline paper, or, as NUJMB or Cambridge Local and Oxford Delegacy suggest, from prescribed topics which will be changed after a few years? Each of these possibilities has its attractions, it seems to us, bar one. When is a document not a document? When is it served up as a gobblet? Is a gobblet of two or three lines sufficient to examine aspects of the nature of historical evidence? Or, as seems more likely, is it a catalyst to stimulate latent and sometimes untapped historical skills and processes?

In 1980 the Oxford Delegacy's special subject paper on *The Puritan Revolution in England, 1641-60* required comment on three out of six gobbets, the first of which read: "Now reckon so many years according to the number of the days, it



Charles I on horseback with M. de St Antoine by Van Dyck. Reproduced by gracious permission of Her Majesty the Queen.

comes to 1650; and it is now 1641, and that place for the abomination of desolation is like to be as any that can be named." (Hanserd Knollys, *A Glimpse of Sin's Glory*, 1641).

Although the Oxford Delegacy's nominated topics do not, unlike the special subjects, contain "gobbets", should the use of "gobbets" be totally discontinued now that documents will be used in another paper? Look at this example: a specimen paper for the Cambridge Local with a theme on *The Glorious Revolution* for an outline paper included four documents - extracts from the Declaration of Indulgence, 1687; Dryden's *The Hind and the Panther*; Locke's *Letters on Toleration*; and Halifax's *Letter to a Dissenter* - totalling 42 lines. The questions for 25 marks were:

- Explain the references to penal laws in documents A and C. (3)
- Identify any differences between Documents B and C that made unanimity between Anglicans and Dissenters difficult to achieve. (5)
- Is document C a sufficient explanation of Halifax's suspicions of the intentions of the Declaration of Indulgence? (5)
- Do you consider that Dryden's statement of the Anglican position is objective and reliable? (6)
- "The hindrances to the Declaration of Indulgence are bound up with suspicion and hatred." Examine these passages with reference to this statement. (6)

The second example clearly indicates the benefits of questions based on documents which are, at least in part, skills-based, and set firmly within an historical context studied during the two-year course. Dangers here are that the nominated topics within a broad outline syllabus may become mini special subjects, requiring significant "expenditure of time and money." The documents, Oxford informs, "should act, in part, as triggers." Does this mean that a considerable amount of factual knowledge will be needed? How much overt use of the document will there be? Why are many Boards avoiding social and cultural topics in favour of political/diplomatic/religious/military? Is it because these are mainstream topics which will provide the basis for the "comprehensive understanding" required to answer the documentary questions?

A change in topics after five years or so will be quite heavy on book costs, unless recommendations such as J P Kenyon *The Stuart Constitution* (£10.95 in paper!) are replaced. The inclusion of two or more documents seems to be very sound, requiring comparison, and offering something more for the less able A level candidate. An Oxford Delegacy example of a *Bolton Chronicle* report on Chartism and a letter from the Mayor of Newport - both in 1839 - showed the possibilities here.

We also hope that the range of documents is as broad as possible; the Cambridge Local example cited included poetry, and NUJMB papers have included photographic evidence. Historians could also use pictorial evidence, including paintings: consider the value of Van Dyck's portraits of Charles I to understanding the Stuart Monarchy in the 1630s. Cost is certainly a factor, but look at what geography papers contain, with Ordnance Survey maps in colour as well as monochrome photographs and maps.

Will secondary sources be included as well as primary? The GCE/CSF Boards' Joint Council for the 16-plus National Criteria Report of Subject Working Party in History insists that "historical evidence must be widely interpreted to include secondary as well as primary material, artefacts, text books and orally transmitted information. This should be applied to documents at 18-plus as well.

Apart from the examination objective dealing with the use of sources, the three other objectives are:

- the ability to make effective use of relevant factual knowledge to demonstrate an understanding of a historical period or periods in depth; and of particular topics in depth;
- the ability to distinguish, and assess different approaches to, interpretations of, and opinions about the past;
- the ability to present a clear, concise, logical and relevant argument.

We return to the point about clarity made earlier. As objectives this trinity reads well but their precise meaning and the ways in which they will be assessed are more nebulous. If we are to move to compulsory documentary questions - a move which was approved by 91 per cent of respondents in a recent Cambridge Local survey - then we need to be clearer about what is being

evaluated. It is not enough to churn out the platitudes about documents that have been stated with monotonous regularity in the last 10 years. The revised 16-plus National Criteria takes the debate slightly further in its precise objective but there is still a need to research what is meant by historical understanding and what learning processes are involved in interpreting documents. History teaching may well have been in the forefront of improved classroom practice but there has been a lamentable lack of research data to back up this revolution in schools. These objectives seem to perpetuate the false distinction between theory and practice which is contained in their imprecision.

The assumption underlying the Inter-GCE Board Working Party's Report is that, subject to agreement among the boards, the new-style proposals are to be implemented no later than the 1986 examination. If the boards are preparing for this change, are teachers or publishers? There are very few documentary compilations designed specifically with A level history in mind; exceptions are the Longman *Case Studies in History* (compellingly reviewed by Dr John Fines in *Teaching History*, February 1982) of which seven have so far appeared on the 16th and 17th centuries, dealing with English history, and the Macmillan *Documents and Debates* series, which has eight volumes to date on British and European history from the 16th to the mid-20th century. Both these series include questions linked to the documents - unlike the Longman *Seminar Studies*, which are more inclined to undergraduate use. A market exists for a series which will combine narrative, analysis and documents, rather than taking only documents, or dividing the analysis and documentary sections.

The primary and secondary sources would guide the A level reader into the use of documents, with questions on each document or group of documents, and also induce the reader into handling historical debates. In such a way the books, each on a topic from English or European history, would be most useful for students taking the new-style papers with a firm documentary content. In previous articles in these pages we have strongly criticized the division of the teaching of history into "content" and "skills". The arbitrary exclusion of documents from textbooks perpetuates this division in A level history, with teachers being unable to afford to buy separate class sets of documentary collections.

One answer, being developed by the Cambridge University Press, is to combine the two organically. "Each book will take a topic such as *The Reign of Charles I, Society and Politics in Britain, 1615-50*, and consists of a 10,000 word introduction, setting the topic in context, outlining the main areas of interest and debate, and introducing the main types of sources. Six or seven chapters then explore the main areas using a ratio of about 1:4 text/documents. The documents will be largely primary, but including cartoons, photographs, paintings, etc., on a small scale.

Secondary sources, such as brief extracts of an historical debate, may be confined to a final section. Questions on individual, or groups of, documents will relate very closely to those suggested for the new A level documentary topics. With these developments in publishing and examining the future for history at 18-plus seems much brighter than over the last decade.

Richard J Brown is head of history at Houghton Regis Upper School, Bedfordshire and general editor with Christopher Daniels of the Cambridge *Topics in History* series to be published in 1984. Christopher W Daniels teaches history at the Royal Latin School, Buckingham and was Schoolmaster Fellow Commoner at Sidney Sussex College, Cambridge, 1982.

The changing face of A level history

continued

One of the interesting side-effects of the broadening of the power base of the democratic process, such as universal suffrage and the growth of trade unions, during this century, has been the growing interest in popular history rather than in aristocratic dynasties and politico-military history. The current tendency to speak of Britain's "post-industrial" period merely serves to strengthen the average person's curiosity about the Industrial Revolution as though they wanted to find out, before it is too late, as much as they can about how their forebears lived and worked in the early industrial period of our national history.

Ordinary working people are taking an active interest in industrial history and visits to the stately homes of Britain's gentry are now being supplemented by visits to places where the other 90 per cent of the population lived and sweated to produce the wealth that built these stately homes. Two such places which can rightly be called stately homes of the Industrial Revolution are the villages of Saltaire and New Lanark.

Saltaire is about three miles north of the centre of Bradford (follow the A650 to Shipley and turn right on to the A6038) and was built from scratch between 1851 and 1871 by Sir Titus Salt, leading Bradford manufacturer. Conditions of overcrowding, lack of sanitation and appalling pollution from the factories made George Weerth, a German visitor in the 1840s write, "If anyone wants to feel how a poor sinner is perhaps tormented in Purgatory, let him travel to Bradford." It is against that kind of background that one has to look at Salt's model village today.

Between 1831 and 1851 Bradford became the worsted wool capital of the world and its population soared from 43,000 to 103,000. Such rapid growth took the local authorities by surprise and they failed to cope with the consequent results. Cholera and other diseases were rife; 70 per cent of woolworkers' children died before reaching 15; criminal violence made the streets unsafe for rich and poor alike and there were more brothels than churches and chapels. Titus Salt, an active Dissenter and Liberal, felt strongly that human beings were meant to live at a higher level than that. As magistrate and mayor he campaigned vigorously for public parks, better provision for housing and facilities for working-class education.

Feeling that he was merely tinkering with the social problem, he bought over 40 acres of land on the river Aire on the edge of the Yorkshire moors and through which ran not only the Leeds-Bradford Canal but also a new railway line opened in 1846. On the site he built his mills which occupied six and three quarters acres - then the largest in Europe - and eventually extended them to cover nine and three quarters acres. He deliberately made the main mill look like a Renaissance palace (545 feet in length) and the works chimney was obviously inspired by the campanile in Venice's Piazza San Marco. Typically, he installed smoke-consuming equipment and the most up-to-date fire safety apparatus. The works also had its own roomy dining hall in a separate building, capable of providing 600 breakfasts and 700 midday meals every day at reasonable prices.

The village itself consisted of some 4,000 people living in 775 stone houses built in a grid system of streets named after Victoria and Albert and "men" as of the Salt family so that today we wander along George Street, Mary Street and so on. The houses varied in size from the smallest with two bedrooms to large three storey houses and they were occupied by the different grades of workers according to what rent they could afford to pay.

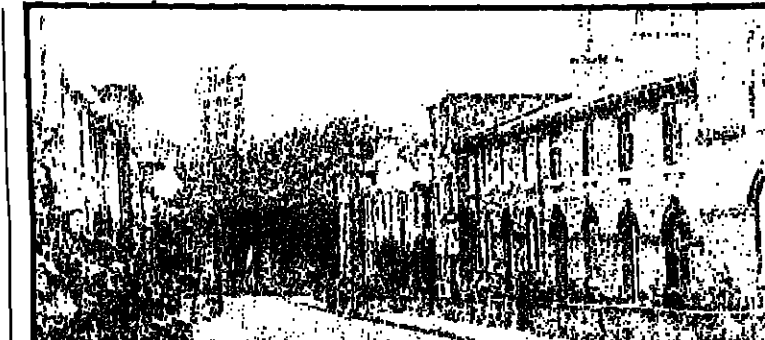
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Stately homes of the Industrial Revolution

By Tom Hastie



Saltaire today

The managerial staff and supervisors lived in the larger houses, although some large families with many wage-earners in the mill did occupy large houses cheek by jowl with professional people. All the houses had a good water supply, efficient sewerage and gaslight from the village's own gasworks.

Rents were low for the period, giving Salt a return of 4 per cent on his initial outlay, much less than he could have received from other investment of his money. He also built two schools for 700 boys and girls and, in 1871, 45 almshouses which provided free accommodation and pensions of 7/6d a week for a single person and 10/- for a married couple - which was more than the state old age pensions introduced in 1908!

The works dispensary and casual-room eventually grew into a three

ward hospital and the Institute, opened in 1871 and still an impressive building, provided a social and cultural centre for the workers with lecture rooms for art and science lectures, a laboratory, a library, a reading room, a gymnasium, a billiards room and an elaborately decorated concert hall.

There were obvious advantages to Titus Salt in the creation of this garden city for his textile business was now concentrated on one site instead of being scattered throughout Bradford in different factories. He also had excellent transport facilities on the doorstep as it were, a supply of clean water for the factory and a healthy, stable labour force. Credit should be given where credit is due, however, and as one wanders through the village today, still in a rural setting and with most of the houses now owner-occupied, one must try to see it through the

eyes of the workers, especially the mothers of young children, recently released from the hell that was Bradford.

Another and more widely known experiment in industrial reform is Robert Owen's New Lanark which lies in a wooded gorge just outside Lanark on the A73. It was the river Clyde rushing and tumbling down the narrow gorge which provided the power for the textile mill opened here in 1784 by Richard Arkwright and David Dale.

Working conditions were appalling and the use of pauper children as "apprentices" was a form of slavery. Robert Owen married Dale's daughter and became manager of the mill, running it on totally different lines from those of his father-in-law. Children under 10 were no longer employed, working hours were reduced to 12 a day and then to 10. A school was provided, a village store was set up and run on co-operative principles, the vast stone tenements for the workers were kept in good repair and decoration, while provision was made for the sick and the aged.

New Lanark is coming back to life again after years of neglect and people are moving back to live there, some of them putting out colourful window-boxes as though defying the rugged stone tenement blocks to crush the human spirit. Eighty workmen (including 40 formerly unemployed teenagers) are now busy in making more of the homes habitable and when I was there last August I saw that the fallen roof of the famous old school had been repaired since my previous visit. Congratulations - and positive support - should be given to the New Lanark Conservation Trust now struggling against enormous financial difficulties to make New Lanark once again a living community as well as a place of pilgrimage for those searching for their roots in Britain's industrial history.

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"We are formed by the past, and yet know nothing about it" *

Women in history
By Monica Brady and Jane Shallice

History is not only the explanation and description of the past, but is also the crucial underpinning of our understanding of the present. It is axiomatic that it holds the key to our future. Unfortunately this essential validation of the relevance of history is too seldom expressed in schools; often history is viewed as "knowledge", a compartment that can be examined but is of little relevance to the future lives of our pupils.

What does this mean specifically for women? Our notion of "history" has been largely created by men; women historians have in general worked within the framework that males have established. Traditionally the important events and people which have dominated our history relate to the strengths and institutional positions of men in society. Hence political events, international relations and heroes who achieve renown through physical strength, political power or via the quality of their ideas, make up our view of the past, and one half of humanity remains silent and invisible.

So what? That is the reality of our past? That is history? But should that be the response? Or should we begin to reassess precisely what we are maintaining by refusing to re-imagine, and reorientate? For all those who receive an image of the past via "official" history, are receiving a slant and a focus which will be reflected in their concept of present day society. Is it not time to demand that history is only partially the actuality of the past.

We have to face and answer the questions that are raised by the almost total absence of women from the official versions of history. What is it saying about women today? Are we to be permanently trapped by a historical "legacy" or can we use our past to liberate ourselves from it?

There have been periods when contemporary events and ideas have led historians to reassess their view of history and to attempt to view their present lives within that revised context. Each new form of analysis has to struggle for credibility in the face of entrenched academic historical opinion. A successful example of the reassessment being that, under the influence of Marxists, the analysis of the development of capitalism has given rise to "labour history". Feminist historians are now seeking ways to establish the role that women have in history.

Modern historians have placed increasing emphasis upon economic factors and the labour historians upon workers' organizations, but the role of women enters our consciousness only where they fit into the existing structures of "history". The achievement of labour historians to include the key role of workers was important and yet they were not breaking totally new ground. Even before the growing emphasis upon popular movements as a force for change, there were events which had to be considered and explained even though historians tended not to openly acknowledge the importance of class conflict.

The Peasants Revolt is an obvious example. However it has not until recently been seen, never mind stated that women were exploited. What we have from general histories at present is not even tokenism. Nowhere do they even begin to reflect the increasing work being done by women to reveal our past. Some

social histories genuflect towards the position of women by giving them a concessionary chapter. Women are included, but as separate and lesser than the "real" events that take up the substantial part of the book. In R. J. Coates' *Britain since 1700*, a standard OCESE textbook, the section on women is three pages out of 338. It comes under a section entitled "The two nations, social life, attitudes, reforms - from the Victorian Age to the First World War". However, Pauline Gregg doesn't apparently see the changing role of women as part of *Social and Economic History of Britain 1700-1972*, since she only mentions them five times, in passing.

In examinations the only references to women are on suffrage. It appears that the only legitimate role for women is to attempt to gain the franchise - therefore it is only when they move into the political domain that they are worthy of inclusion into history. Interestingly of course the aims of the suffragettes were wider than a demand for representation - they included specific demands concerning children and payment for housework.

There are three levels upon which we can assert the role of women in history: women as heroes, women as workers and women's relation to the family. The first two can be slotted into the existing framework through asserting their importance, though we do not underestimate the difficulty of such a reassertion. In the past, political and social recognition of people depended upon their class, race and sex, therefore there was little representation of women in the "Greats of the Past" series. Boudicca, warrior queen, Matilda, Elizabeth - almost a man as she was unmarried "strong and good" - various wives of kings, scheming aunts and paramours, Nightingale, Fry and Victoria.

Apart from the queens and mistresses therefore, there were some women whose individual lives had some impact. With the emergence of labour history specifying more directly the role of workers' struggles there has been some recognition of the part that women have always played in production, although this is still largely ignored in schools. There is still an assumption among many history teachers that women were insignificant as waged workers because the traditional view of workers is that they are men. There is therefore a need both in academic and educational circles to assert the role of women as workers and an important strand of the work of feminist historians is seeking out the references and texts which will reveal this.

The matchgirls' strike is well known but the passive resistance of women workers at Courtalds Mill in the mid-nineteenth century, brought to light in a recent study by Carol Adams, Paula Bartley and Cathy Loxton (to be published in September by Cambridge, in a new series of women's history books for schools) adds a new dimension to the notion of resistance during the industrial revolution. Many feminist historians are analysing the way that women were gradually removed from various forms of work and in teaching about the nineteenth century this seldom if ever is mentioned.

Eve Hostettler has produced a succinct illustration of the removal of women as agricultural workers in

the nineteenth century with a short article on the farm handbook produced between 1844 and 1908 called *The Book of Farm* by Henry Stephens (History Workshop Journal No 4). The illustrations for the book were done by Gourlay Steel, an Edinburgh artist. In three separate editions from 1844 his silhouette drawings showed men and women reaping, men mowing with a scythe with women gathering. Female labour is shown being displaced by the machine. According to the book in less than 25 years the role of the woman as reapers had ended and by 1891 it had only passing references to women field workers and all illustrations of women were removed.

Hostettler asserts this was somewhat premature, given the fact that women were indispensable on northern farms even as late as the early twentieth century. Current studies by feminist historians owe much to the work of women like Sheila Rowbotham, *Hidden from History*, Anna Davin, *Body Politics*, and Sally Alexander.

Important as it undoubtedly is to assert the roles of women in waged labour, it is not sufficient a response to the almost total exclusion of women from history. Even where women were part of the waged economy, they were, until the generalized spread of contraception, primarily engaged in the production of children. And it is this area of women's existences which is ignored. It is almost as though this is a universal ahistorical state; the woman bearing and rearing her family and history meanwhile racing on outside the door.

The idea of exploring women's domestic lives presented great difficulties until the last 60-80 years. There is a dearth of sources for women's domestic lives which were hardly worthy of note especially those for working class women. They were not public, therefore they were not "official". It is necessary to develop a new concept of history, one which implies an acceptance of every individual's part in its creation; a recognition that women in the home, denied access to active participation in formal, official, known organizations, denied the opportunities for education and the leisure to develop ideas and document them, have nevertheless a relevance in the picture that we build about the past.

Feminist historians are not demanding the creation of a history that is separate from men's history, nor are they demanding relegation to a larger chapter even if it is larger. A radical refocusing and interpretation of the past is needed; one that permits historical analysis to provide a way of understanding why there is a silence and what that silence represents.

In *Body Politics* (1972) Anna Davin wrote: "Women's activities went unrecorded at the time and later were excluded as an area of study by male orientated definitions of history... This exclusion - or invisibility of women's activities - then served to build up a grotesque and stereotypical image of women as passive and unproductive women, which renewed support in cultural terms the daily denial to women's work and life social and productive validity."

Monica Brady is head of History, Central Foundation Girls School, East London Whole School Project.

Authentic voices?

Oxford Junior History, 6. The Twentieth Century World. By Peter and Mary Speed. Oxford University Press £2.95 0 19 918130 0
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History of Britain. By Philip Savin. Macmillan Education, four volumes £1.75 each. 0 333 27519 5, 27520 9, 27521 7 and 27518 7.

History books for middle schools (top primaries if you prefer, or weaker secondary streams) tangle with all sorts of dilemmas. Do we seek simple re-telling of old tales? Or do we want immediacy, some device to break through the barriers of third-person narrative? Stimulus for cerebral and physical activity? Development of the historian's skills? Relevance, empathy or other current fashions? Can teachers anyway afford in cost-conscious days anything but the cheap and (perhaps) nasty?

Oxford's standards remain triumphantly high, and at reasonable cost. Their *Junior History* books, and the closely related *Life in Britain*, are a joy to handle: spacious format, rich colour, uncluttered and purposeful maps, clear and careful print. The books read well, with no pretence at over-simplified baby-talk; maybe some juniors will struggle, meeting unfamiliar words, but they will enjoy doing so. The illustrations - mingle photographs, contemporary pictures and painted reconstructions to provide a visual supplement to the text without seeking to extend it.

To involve their readers the Speeds rely on cunningly faked evidence. The glamorous artwork is one aspect of this; we have to hope that these vigorous paintings are based on careful interpretations of real evidence. The text consists largely of interviews with, or statements from, named individuals and representative figures. So Abraham Darby, Edwin Chadwick, Hitler, Kennedy, Khrushchev are among those who speak to us in person, joined by an anonymous eighteenth-century sailor, a steamship engineer, a shop steward, a student, a trooper, an Anglo-Indian civil servant and a host of others. Each emerges as a fully imagined and very real person, so real as to be dangerously deceptive. Each shrewdly assesses his world and explains his interests in most reasonable terms. Each modifies his attitudes and mutes his language to document them, have nevertheless a relevance in the picture that we build about the past.

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"Goods and Merchandise: a cornucopia of Nineteenth-century Cuts" compiled and arranged by William Rowe (Constable £3.40, 0 488 24410 5) is not strictly a history book, but an odd and delightful source of Victorian woodcuts that could be plundered for projects.

hard, try "Do you think the world will ever be as Karl Marx imagined?" Tough, yet the text supplies just enough material to start an answer on the right course.

It is very well done, but nagging suspicions remain. Is this the authentic voice of the past? Can we trust authors who tell us unequivocally that Jenner wrote what he potentially did not, who show us Hitler talking in tones of sweet reason, who never explain their real sources and never identify the artists whose paintings make up the splendid art gallery adorning *Life in Britain*? The Speeds and Oxford have produced two splendid books, but they must help their readers to treat with proper critical suspicion the evidence they have manufactured so efficiently.

Suspicion attaches also to some of Jon Nichol's Evidence. Sometimes it amounts to "An artist's idea of life...". and often a source is not identified with proper precision. A proxy "modern historian" is around, occasionally tangling with an unhelpful time-machine. The approach is vigorous, with bold rhetorical questions demanding urgent attention. "What is your head teacher like?" we are asked, and invited to compare him or her with James I. This is capped by the Cromwell assertion that "Oliver Cromwell ruled England in the same way that your head teacher runs your school." There is a wide variety of evidence, yet too often the "clues" offered prove frustratingly insufficient to work out an answer or form a judgement. The approach works best when there is time to look closely at an individual. The royal official Meketre is seen through the remains in his Theban tomb, the Stuart monarchs through the eyes of courtiers and critics, and through their own clumsy words.

Philip Savin is less ambitious. His is a straightforward outline of history, with the advantage of rather able cheapness. It recycles for rather older children the *Story of Britain* he offered two years ago, and the presentation is notably improved. Genuine quotations and genuine sites (like Butler Iron Age farm) enrich the story. But text and pictures suffer too often from vague generalizations, ill-founded assumptions and - especially in the earlier volumes - trivial, confidence-sapping slips of fact and language.

Tom Corfe

EXTRA

Famous victory

Waterloo 1815. By Ian Ribbons. Kestrel Books £7.95. 0 7226 5596 7.

The summer of 1815 was a momentous one. In the balance was the political and territorial structure of Europe, pivoting on a battle being fought near a little Belgian village whose name many of those fighting there didn't yet know. "But", wrote the 14-year-old Ensign Short to his mother, "you will see it in the Gazette, and it will be remembered in Europe as long as Europe is Europe".

Ian Ribbons' account of Waterloo is a prestige edition; nearly 200 pages in which the layout is elegant and lavish, and his own line and wash drawings a prominent feature. Most of them are impressions of the battlefield, filth, sweat and dust, horror and squalor and confusion, the use of ugliness and black almost reminiscent of the great war artist of this time, Goya. The drawings are complemented by contemporary prints and a text compiled largely from letters and memories of the combatants both in command and from the ranks, though almost all from the Allied side. These personal touches do not prevent an impressive overview of the whole episode; a glance is shot, in the days before the battle, to the British social scene in London at the Royal Academy Summer Exhibition, and in Brussels at the Duchess of Richmond's ball. As the battle gets underway we see individual farmhouses captured, villages occupied, cornfields overrun, and eventually the long awaited, fateful arrival of the Prussians, the Great Duke and Blücher forced to communicate in the language of their enemy. Blücher said it all in his greeting, with his expressive, "Quelle affaire!"

Nor are we spared the ensuing days of anti-climatic tragedy, the mournful expeditions to bury the dead and shoot the wounded horses, amputated limbs, bringing down fever and trying to get everyone back home. Having spent the last 10 or 15 years fighting all over Europe with Wellington, for legitimacy and the old regime, they returned to find hard times and unemployment, their king gone mad and their country not demonstratively grateful. Some emigrated to Australia. The story is mainly seen through British eyes; the French and the Germans see it differently, but myth or history - and there is plenty of reliable evidence here - it was a famous victory.

Jessica Saraga

A day out

Ships have traded for centuries at Maldon, the ancient little town in Essex at the head of the River Blackwater. The famous Thames Sailing Barges were also built there and now, on the quay where a few of the only remaining ones are moored, a small maritime centre has just opened.

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Shire Albums have the same fascination. If you would introduce children vicariously to the collier's techniques over the past century, these photographs and details of men and equipment make a good start. You and the class must add the sweat, blackness and apprehension that makes it real. Clidemaking seems an equally straightforward and strenuous process: a pity such intricate skills and massive machinery would seem to rule out an illicit experimental press behind the school cupboard.

A R Griffin and Michael Quilston run museums for their respective industries, and their knowledge and enthusiasm are as evident as their control of invaluable picture collections. Luton Museum's latest outsize-format anthology is less personal but equally enjoyable. If you would wallow amid details of Victorian locomotives and rolling stock, excursions and disasters, timetables, tickets and guidebooks, this splendid array of maps, engravings and contemporary reports is for you and your class.

Tom Corfe

Coloured beads and kings

By Hilary Cooper

THOMAS A Becket, I was once told, attended Merton primary, (not the Priory) and, being good at art, became Arts Bishop of Canterbury. Probably the 1978 primary survey was right: primary school history is superficial, and lacking in framework or planning. But what exactly are we supposed to be doing? Some say the only meaningful starting point is the immediate past, and family or local history; others that it must be remote myth and legend. Some stress chronology; others concepts and skills.

Oblivious of such questions I swanned along for years in an integrated, Plowdonesque way. We visited a reconstructed Iron-age village, read Caesar, and learned to spin, dye and weave. We went to the British Museum to draw Viking helmets, read Beowulf and studied place-names. We traced the history of local villages, from documents, maps, buildings, and interviews with the inhabitants. And all was enthusiastically recorded in pen-and-ink drawings, creative embroidery, pottery and hand-made books.

However when I was seconded last year to study child development at the London University Institute of Education I was confronted by the views of Jerome Bruner, Denis Lawton, and Richard Pring. Apparently they believe that "from their very first breath" children must be aware of the "content", rules, concepts and methods of validation which distinguish different disciplines.

I wondered whether, in the case of history, this was not hopelessly unrealistic. No one could say, since virtually no research has been done on primary school children's thinking in history. I decided to remedy this.

At first I thought Piaget may throw some light on what is possible. After all, history is concerned with seeing different points of view, with forming and testing hypotheses.

with probability, chance and moral judgments. He investigated all these areas. But it is all very well for Piaget to talk about empathy, in terms of identifying with dolls who look at cardboard mountains from different angles! He examined children's understanding of chance and probability by lining red and white beads on either side of a tray, and asking them to predict what would happen when it was tilted and re-tilted. He traced moral development through a game of marbles! These are hardly historical questions.

So I devised three games for children between 7 and 13, using historical material – the story of the murder of Thomas A Becket – and interpreted their responses accordingly. The first was called "Murder". It involved forming a case for the "prosecution" and "defence" of each of the five "suspects", then weighing the evidence for the "judge's summing up".

The second game was a card game. Intersecting circles, labelled "Church" and "State" were drawn on a board. The child was given 16 cards. On some were written concepts relating to the Church such as "priest" and "cathedral", and on others concepts relating to the state, such as "knight" and "castle". A third group, "laws", "power" and "subject" belonged equally to both. In 1970, the child had to place the cards correctly on the board, and so try to find the causes of the quarrel between Henry II and Becket. The third game, called "Picture Clues", asked the children to detect, from a slide of Canterbury Cathedral, what they could about the people who built it.

Thirty-thousand words and ten months later I had learned something of the problems of research, and of why so little, that is of value at the chalk-face, is done. But my study had suggested that there is a sequence in the emergence of histor-

ical thinking skills which begins during the primary school years.

At seven, irrespective of intelligence, the children were not concerned with logical arguments based on evidence: they simply said the knights were guilty "because they were nasty people", or that they "killed Becket because he was cruel".

But by about nine, there was a qualitative change in their thinking and they were eager to form logical arguments; they could see different points of view; they could see how the personalities of Becket and Henry II influenced events, and recognised the role of chance, in the knights overhauling Henry II's fit of temper.

By 11 the children spontaneously tested their evidence for the "prosecution" against the evidence for the "defence": they were becoming aware of uncertainty, about whether Henry II really intended, or genuinely regretted the murder and of the difference between what he said and what he meant. But even at 13 they were not really aware of the abstract underlying conflict between Church and state, because they didn't fully understand such concepts.

It looks as if we have hardly begun to find out what young children are capable of in history. I am convinced that if more practising teachers could be actively involved in answering such questions: we should be more articulate about the aims we set ourselves, their value, and the steps involved in achieving them. This is essential if we are to convince our many critics – parents, H.M.s, secondary schools, and academics – that good primary education is intellectually rigorous, and an essential part of a continuous process of development.

Hilary Cooper is a teacher at Greenvale primary, Croydon.

Darkness into light

The Anglo-Saxons. Edited by James Campbell. Phaidon £16.50. 0 7148 2149 7. The Great Migrations. The Movement of Peoples across Europe, AD 300-700. By Hans-Joachim Driesner. Orbis £12.50. 0 85613 444 9.

"The Dark Ages" we once called them, but the plausible pens and tricky photography of coffee-table experts have helped long since to lighten our darkness. Generous format, glamorized and colourful blow-ups, effusive popular scholarship, have done wonders for the period. They make clear that it was both rightly creative and temptingly ill-recorded for those who would speculate or gossip. These two books apply the formula successfully, but their contrasts are more evident than their similarities. Insular peculiarity is set against the broad embrace of Germanic Marxism.

The Anglo-Saxons is one of those splendid dishes that Phaidon serve up so well: a meaty text, smoothly concocted by scholars for laymen and tastefully garnished with just the right pictures and maps. It makes an attractive meal; unobtrusive notes and bibliography confirm the sound cooking behind it. A pity, though, that so readable a book is uncomfortably large to hold, and that its narrative suffers interruption at crucial moments from unrelated "picture essays" or from technicolour spreads of manuscript illumination.

James Campbell and his principal collaborators, Patrick Wormald and Eric John, have produced an excellent survey of earliest England's political history. They are eagerly up to date (1983 publications are cited) and ready to discuss every knotty point. Their emphasis is on continuity. Heroes and heroics are out: Alfred is cut down to size and Arthur discarded completely. Instead, the processes by which English state and society grew from Roman and Celtic roots and survived largely intact under Norman lordship are described. 1066, the authors ruefully imply, wrought less havoc upon the structure of English administration than did 1974.

Disappointingly, grass-roots village life is neglected. We get enthusiastic "picture essays" on cemetery archaeology (from Mrs Sonia Chadwick Hawkes) and urban archaeology – Winchester, Norwich, Hamwyl, York and burghs in general get full treatment. Yet farming, field patterns, village organization are ignored; there is no whisper of Maxey, West Stow, Catfossa or Chalton, and not one little grubenhaus. It seems an odd gap in an admirable and attractive book.

Professor Driesner is more concerned with these grass-roots. The "poor and oppressed" of Rome's empire, whose aims "were largely paralleled by those of the invading Barbarians" are his starting-point for this study of social transformations and continuities. He sheds much light on the processes, but

rather more on the preoccupations of Middle Europe's scholars and the content of its museums. Its Marxist framework does not save his survey from fragmentation and inconsequence, which is emphasized by the colourful litter of artefacts, sites and reconstructions. Time and again confusing allusions go unclarified by map, diagram or picture; time and again unexpected and fascinating images appear without adequate explanation. However attractive in themselves, these irrelevant and ill-used pictures are what give coffee-tables a bad name.

Tom Corfe

Wise words

Teaching History to Slow-Learning Children in Secondary Schools. A Handbook for Teachers. Edited by Vivian Melver. Stranmillis College, Belfast, £3.50. 0 903009 01 3.

Cooperation among history teachers is on the increase, as they are prodded by assorted local advisers into pooling ideas and resources. No where has progress shown more promise than in Northern Ireland. Usher's history teachers are lending one another an encouraging hand, and others might do well to first acquire and then emulate their products. This book is the result of two years of earnest and doubtless lively discussions in half a dozen very mixed working groups.

That history can and should play a stimulating role in the education of slow learners has been demonstrated by Mark Roberts in *Special Education*, and by Evelyn Cowie in a useful Historical Association booklet much cited here. Tackled with purposeful vigour and a light heart it can trigger creative and constructive responses across the curriculum. Regrettably, too many remedial children are in the hands of teachers with little interest in the subject and no ideas about using it.

So Usher proffers down to earth advice. They start by outlining the slow learners' problems (with a frightening impression of the "beginning teacher" facing a disaster situation) and end by discussing a skills-based "discontinuous" or "fragmented" syllabus that might bring chaos in unwary hands. In between is the meat, the wise words on technique and resources of one experienced and experimentalizing teacher after another. The almost total lack of suitable textbooks should discourage no one – all the more opportunity to devise your own material. And if you cooperate, then your material will be as sound as the examples illustrated here.

Teachers in Northern Ireland may be more blessed than some elsewhere with helpful museums, monuments, record offices – even history. The help they can secure is here outlined, but there is a great deal of common-sense information for teachers everywhere, and there is encouragement to devise their own counterpart.

Tom Corfe

EXTRA

Let us now reappraise famous men

By John Bell



Baden-Powell

- Probably a homosexual, or at least given to amateur dramatics;
- A military commander who made mistakes;
- A silly old fool;
- A racist.

Apart from the first sin, which is of course unforgivable, the others are not exactly startling discoveries, given 80 years' hindsight. At any rate, it is rather surprising that a stupidly rude, homosexual racist commander managed to found and lead an international organization which today boasts some 16 million members. Now this is not to deny that B-P did exhibit all these characteristics, but is to suggest that he may have possessed others which the makers of the documentary drama either missed or chose to ignore. But the playwrights went further than this. They chose to enlist the old Chief Scout into the swelling ranks of those who are to blame for the First World War. Now this particular pantheon is fairly full already. Presumably B-P squeaks in somewhere, between such other culprits as the Four Horsemen of the Apocalypse and the compiler of the 1914 German railway timetable. The closing scene of the drama shows our 1914 scouts exchanging their staffs for Lee-Enfields whilst singing "Soldiers of the King". It is undeniably neat to suggest that B-P as the founder of the scout movement prepared little soldiers for butchery on the Somme, at Arras, or even one supposes, Goose Green. Yet the play, which uses a great deal of material from *Scouting For Boys*, seems to have

missed the following passage: "Military drill tends to destroy individuality, whereas we want, in the scouts to develop individual characters. Our aim is to make young backwoodsmen of our scouts, not imitation soldiers."

B-P in fact spent years of his life, fighting nascent militarism amongst the more narrow souls in the scouting movement. A pity, then, that he is to be branded as the one who sent people to war in 1914. I just do not believe that the millions who surged to the recruiting offices in those heady days were all metaphorically fingering their woggles.

What has happened in the case of this play is not unique. A well-known historical character has been made to represent an anti-symbol for the things of which the playwrights disapprove. All the work, the kindness, the dynamism of the hero have been ignored just as in the past they were exaggerated at the expense of everything else. Let us by all means examine them as people, not just as symbols. But surely just to change one symbol for another is an awful waste of heroes. This is one of the reasons there are so few modern "Hectors". No sooner does someone claim the title of "hero" than along comes some academic or literary iconoclast to deny them. From Lazarus to Lennon are heroes being reshaped before our eyes. We really cannot afford to lose them.

Heroes once seemed as common as Ford Cortinas; now both are obsolete.

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16-plus: History in the making

By Adrian Woodthorpe and Sean Garrett

The development of new history syllabuses and examinations by one of the examining board groups for the proposed single examining system at 16-plus has highlighted some of the problems likely to be of wider concern at 16-plus and illustrates the value of a close working relationship between examining boards and schools.

Since 1980 the 16-plus Joint Subject Committee for History of the London/East Anglian group, comprising the University of London Entrance and School Examinations Council, the East Anglian Examinations Board and the London Regional Examinations Board has been meeting to prepare syllabuses and examinations initially leading to joint O level/CSE examinations.

Early in 1982 this committee prepared sample examination papers based on three history syllabuses: modern world history, British and European history, British economic

and social history. It was decided that before the materials were distributed to educational institutions and interested bodies for comment these sample examination papers should be tried out. More than 800 students from 22 schools and colleges were involved in the trial. Teachers from each of these centres were invited to submit comments and every student was invited to complete a questionnaire after sitting each paper. It was hoped that this part of the investigation would provide answers to three questions:

- Did the terminology used within the questions create problems for the combined ability group and, if so, what were these problems?
- Was the rubric for each paper satisfactory?
- Was the time allocated to each paper appropriate?

This questionnaire to candidates was a novel feature of the study and proved to be a most useful source of

information. In addition to the three main aims listed above the opportunity was taken to gauge the reactions of candidates to each type of question (short answer, evidence-based, multiple choice, essay) and to the examination as a whole.

The maturity demonstrated by the vast majority of respondents was evidence that the exercise had initiated lively discussions about 16-plus generally. Every response was read and coded. The data were then fed into a computer for analysis and to identify patterns of response.

Just over 14 per cent of the candidates claimed that they had encountered words or phrases in the examination papers which they did not fully understand. In the event, the majority of these problems seem to have come from candidates' incomplete grasp of the subject's terminology, rather than from complexities in the drafting of the papers; the most commonly recorded problems were with the terms "plebiscite", "Lebensraum", "cominform" and "detente".

Clearly foreign terminology causes some problems for this wide ability range. The caption of a 1920 cartoon from *Punch* on the League of Nations used the phrase "moral suasion", which caused some problems; so did the phrase "spontaneous generation theory of disease". The remainder of the words or phrases which were not understood were

spread very thinly across the examination papers and included the terms "Right and Left wing", "pro and anti" (Israel).

In any examination for the combined GCE/CSE ability range the issue of vocabulary is clearly going to need very careful scrutiny. The trial examinations pointed to some evident problem areas - the use of foreign words and of "portmanteau phrases". There may well be others.

The professional experience of teachers will be required to see that these and perhaps other factors are considered when future operational papers are written.

Although only a very small proportion of the candidates experienced "a lot" of difficulty with the instructions on the cover of the examination papers a substantial proportion encountered "a little difficulty". As a direct consequence of this consultation exercise changes were made to the format of the papers.

Clearly the issues of how students of a wide ability range are able to pace themselves during an examination is one of lively interest for teachers and examiners alike. The questionnaire revealed that only about 5 per cent of the candidates did not have enough time to complete the short answer and evidence-based questions, whereas 13 per cent would have liked to have had more time for the essay questions.

No one type of question emerged

as the clear favourite among the candidates. Just under one third said they most enjoyed answering the evidence-based questions and this was closely followed by short answer questions. A quarter of the candidates thought that the essays were the most enjoyable part of the examination. Over 20 per cent wrote an unsolicited positive comment about the examinations, many saying that they would prefer to sit it rather than the O level or CSE for which they were entered.

The evidence from this study was used by the Joint Subject Committee to make a number of changes to the examination papers. These revised sample papers, the syllabus, a questionnaire and associated documents have now been sent to every school and college in the area of the new London/East Anglian group and to the University of London centres outside this area. In all, the group distributed about 20,000 questionnaires for return by the end of March.

This is to be followed by further consultation with teachers when the findings are to be discussed. Further changes to the proposed history syllabuses and papers are likely to follow before they become operational. It is hoped, June 1986, as a joint O level/CSE examination in history.

The whole exercise is costing a great deal of money and time, but the end product will be syllabuses and examinations which it can be said that teachers and their students have helped to formulate.

Adrian Woodthorpe is a research officer and Sean Garrett the senior subject officer for humanities at the University of London School Examinations Department.

In the beginning

Kings and Queens of Early Britain. By Geoffrey Ashe. Methuen £8.50. 0 413 47920 X. **Yolk Heroes of Britain.** By Charles Kightly. Thomas and Hudson £8.50. 0 500 25082 0. **Fields in the English Landscape.** By Christopher Taylor. Dent £4.95. 0 460 02232 6. **Roads and Tracks of Britain.** By Christopher Taylor. Dent £4.95. 0 460 02233 4.

In this easy going and anecdotal grab-bag of a book, Geoffrey Ashe introduces all the legendary and historical rulers of England up to the time of Alfred, the man who stands between the worlds ancient and modern, descendant of Woden and ancestor of the newborn heir to the throne. First come the 76 imaginary monarchs who ruled over Britain before the arrival of Julius Caesar in 55BC, kings like Brutus (great-grandson of the Trojan Aeneas) and Leir (Shakespeare's Lear) documented by the unfailingly inventive twelfth-century historian Geoffrey of Monmouth who was always ready to improve where the ancient chronicles remained silent. These were followed by the leaders of the British tribes during the Roman Empire - Cunobelinus (Shakespeare's Cymbeline), Boudicca, Coel (Old King Cole) and many others; the shadowy leaders of the Celtic Britons alluded to by Gildas and Nennius, and the early Anglo-Saxon kings enumerated by Bede and *The Anglo-Saxon Chronicle*.

Up to the time of the Anglo-Saxon migrations from continental Europe to England during the fifth century, Mr Ashe has little to go on; and can offer little more than a spirited re-run of the entertaining legendary material in Geoffrey of Monmouth's *History of the Kings of Britain*. But as one would expect of the co-author of *The Quest for Arthur's Britain*, the matter of things altogether more like a quest and, indeed, to some new conclusions. A sustained review of all the evidence leads him to Gaul and then to one, Rithamus.



The Spinning Jenny - a hand-powered textile machine, one of the illustrations from 'Playbook: history relays' by Tim Wood (Edward Arnold £1.75. 0 7131 0582 5). Intended for 13-17 year olds and providing practical material dealing with social and economic conditions in the 18th and 19th centuries.

Rithamus was called 'King of the Britons', and there is surely no room for two Britons so called in the same brief span of time. Rithamus led a British army through Gaul in the late 460s. Rithamus very probably fought against Saxons along the Loire. In late 469 or early 470 Rithamus was 'summoned from human activity', departing from his last fatal battlefield to the neighbouring country of the Burgundians, with no recorded death.

One would feel happier about Rithamus Arthur if the tenor of the remainder of the book were not so uncritical and bland ("The Celts were energetic folk who ate heartily, feeding on pork boiled in enormous cauldrons, and drinking beer and mead") and so ready to mix fact and fiction. But we can at least agree with Mr Ashe that the idea of "imperial singleness" of Britain remained a constant in the minds of early rulers (expressed in the title *Bretwalda: Britain-ruler*), and we can be grateful that he shows early on that not only a series of powerful struggles between individuals, tribes and countries, but also in terms of its fascinating continuities.

It is easier to believe Charles Kightly. His research is thorough, he quotes extensively from his sources, and writes in altogether more measured tones. Concentrating on folk heroes who were involved in Britain's "long intercalary struggles" and fought on the losing side, he disentangles the figures of Caratacus, Boudicca (sic), Coel.

Hereward and 'William Wallace from the welter of fantasy surrounding Anglo-Saxon leaders with emphasis on Alfred and Edgar. This is a book of least specific and least satisfying chapter in the book. Mr Kightly is at his best with close scrutiny, and is enough of a popular historian to know when to leave his material with a dollop of speculation. His study of King Coel is particularly engaging, he soon dismisses the idea that Coel founded Colchester and was father of St Helena, argues strongly for him as an important border chieftain, a Strathclyde Briton who fought off the Picts and Scots at the time when Britain became independent in 410AD.

A very warm welcome to Christopher Taylor's *Fields in the English Landscape* and *Roads and Tracks of Britain*, first published in 1975 and 1979 respectively. These are among the best of the large post-Hodder best of books about the shaping of the English landscape: they are both sufficiently imaginative to make one actually look at the lie of the land with new eyes, adapted to the people who shaped it, and by it, and lived their lives on it and by it. Both books are liberally illustrated with maps and plans and have eight pages of photographs, and the gazetteer and the end of *Roads and Tracks of Britain* is likely to inspire the walker to follow himself, the green and grey roads all around him.

Kevin Crossley-Holland

MEDIA

Confidence boosters

Brian Hill on new language series

Advanced French and beginners Greek are two new elements of language broadcasting. *Get by in Greek* (Monday to Friday April 11-15 23.00, Sundays 17.00 from April 17 VHF 4) is the last of the short sharp shock series for language learners which began with Spanish and German six years ago. The aim from the beginning has been to give learners enough confidence to cope with everyday situations on holiday or business abroad. In practice, the amount learnt from such short exposure is limited, but the "Get by in..." courses do provide an excellent taster for more serious study.

The themes of the latest programmes are familiar - meeting people, going shopping, getting a meal, but there have been a few improvements over the years. The content is less ambitious and more realistically geared to what can be learnt in 150 minutes. Recordings are all on location which ensures an attractive, authentic atmosphere, and the exercises no longer require a developed written skill, one of the faults of, for instance, *Get by in Spanish*.

A neat pack comprising a book, 22.25, and two cassettes, £7.48, is already available in advance of transmission and all the radio programmes are now recorded on tape - a considerable advantage for those who want to study in their cars, though something of a disadvantage for class use where much of the presentation is best done by the teacher. Also the scope of the exercises is slightly limited by the

assumption that a pause and re-wind facility is not being used.

A lot of thought has gone into the presentation of the Greek alphabet. Key phrases are written in Greek but followed by an English transliteration. The text of the core dialogues is in Greek but all the words used in the course are given in both the original and transliterated form at the end.

For teachers of advanced students who were disappointed by the reduction in programmes, there is some consolation in this term's *Voix de France* series, where all the programmes are new and cover a really interesting range of topics based on authentic interviews (Mondays, 11.20 VHF 4). The term starts with "La Nouvelle France" a topical analysis of two years of Mitterrand through the eyes of various "men and women in the street". It continues with a feature on the unprofitable northern mining industry and a linked programme which shows life in the unfashionable town of Douai.

Les Halles

I am particularly looking forward to the programme on the transformation of Les Halles where the views of the architects and builders are contrasted with those of ordinary Parisians. For the first time, a schools radio programme looks at the tri-lingual Grand Duchy of Luxembourg, providing some fascinating insights into Luxembourg's vigorous-

ly guarded independence and the implications of its links with Belgium. The subject matter of all six programmes this term is well chosen and the material is available from no other source in such a compact, communicative format. As a bonus the full text of the interviews is now printed in the accompanying notes, together with vocabularies and suggested exercises.

Télémontage (Sundays, 11.20, BBC 1), the television magazine series for advanced learners, is being broadcast again this term. The eight programmes here provide excellent listening material in un-pedagogized form, so detailed exploitation will need to be based on the notes which contain transcripts and concrete suggestions for exercises. Topics range from the popular cultural - Georges Brassens, Jean Michel Folon, to social - life in the tower blocks of the 13ème arrondissement and seasonal workers in Swiss hotels.

Also at advanced level are twelve programmes in a new *Euro magazine* series (Sundays 16.30, Fridays, 23.00 VHF 4). Little is known about the impact of *Euro magazine* and I suspect that many teachers are unaware of its existence, since it receives very little publicity and the individual programme titles do not appear even in the latest BBC publicity.

The first three programmes are in Spanish with the Mayor of Madrid, Ana Belen and the cartoonist Forges. Then comes an Italian mod-

ule which looks at "Women in Public Life" including an interview with the President of the Chamber of Deputies, a desert island disc-type interview with Monica Vitti and a look at some strange Italian superstitions. In the French Unit Michel Odent, a gynaecologist, talks about the health service. Richard Claydeman about music and the monks of Taizé about their unique "get away from it" camps which are attracting tens of thousands of young people each year. *Euro magazine* concludes with three German programmes along the same lines as those for the other languages.

Short sketches

Finally, there are two other new series to keep an eye on this term. *Salut les Jeunes* (Wednesday, 10.30 VHF 4) has adapted its approach following feedback from teachers and returns to a formula of short, simple sketches introduced with a light question and answer pattern by two presenters. *Expat Hoy en dia* (Fridays 10.25 VHF 4) is designed for those in the final stages of O level though the unscripted listening comprehension material used for the first time in schools Spanish programmes will be effective at higher levels too. The first programmes are based on seaside and hotel situations and the last three on a Spanish import/export company which gets out of a sticky patch by launching its products in Mexico.

BRIEFINGS

radio & tv

Open University

Cheddar: Mapping the Mendip Anticline (Sunday, 12.15, Wednesday, 06.55 BBC2)

A case study continuing the theme of geological mapping and introducing the measurement of the "dip" and "strike" of rock strata. Reconstructs the main stages in the geological development of the Mendip Hills.

Continuing education and general interest

Groundswell (Saturday, 15.30, Tuesday, 19.20 BBC4)

A new series of magazine programmes on the environment describes and investigates topical issues and matters of concern. Listeners are advised to obtain information on local study groups from public libraries.

TéléMontage (Sundays, 11.20 BBC1)

Eight programmes of authentic material taken from French television, with keywords and phrases explained in English. Starts with an illustrated portrait of the late Georges Brassens.

Euro magazine (Sunday, 16.30, Friday, 23.00 VHF 4, from April 22.)

Blocks of programmes for advanced speakers of Spanish, Italian, German and French. Based on interviews and recordings made on location, the first three programmes feature Spain, beginning with Madrid and its mayor.

Well Woman (Monday, 15.25 BBC1)

A series to give women information and help with their health problems. Themes include contraception, reproduction, the menopause and depression.

Get by in Greek (Monday-Friday, 23.00 VHF 4)

Five programmes following the pattern set for other languages and offering a survival course for the traveller. Cassettes with the full programmes book are available from BBC Publications. (See review on this page.)

Staging an Opera (Wednesday, 18.00 C4)

Anthony Hopkins presents six programmes on different aspects of producing an opera - here Jonathan Miller's production of *Fidelio* for Kent Opera.



It is not suited for younger children. It should however prove to be an excellent resource for older children and adult groups.

It is available free of charge to groups or individuals, from British Insurance Association, Aldermay House, Queen Street, London EC4 1TU, or Central Film Library, or Royal Society for the Prevention of Accidents, Cannon House, The Priory Queensway, Birmingham B4 6BS.

From dinosaurs to disarmament in three easy steps

Steps in History is a new 3 year course in world history for average-ability 11 to 14 year old pupils. The approach is narrative and the course gives comprehensive coverage of world history from prehistory to the present day, providing plenty of exercise material to help you really involve your pupils with the people and places they are studying. Plenty of lively illustrations are included to stimulate your pupils. At the end of this 3 book course, pupils who do not go on to CSE or O-level will have a continuous knowledge of world history right up to the present. We believe that *Steps in History* will really bring world history to life in your classroom, but we'd like you to judge for yourself. Just fill in the form below to order your inspection copies.

- Please send me inspection copies of
- ☐ Steps in History 1 £2.95 non-net
 - ☐ Steps in History 2 £2.95 non-net
 - ☐ Steps in History 3 £2.95 non-net (available September 1983)

Name _____
School _____
Address _____

To Janie Nicholas, Hutchinson Education, FREEPOST 5, London W1E 4QZ.



HMS BELFAST
LONDON'S FLOATING NAVAL MUSEUM WITH OVER SEVEN DECKS TO EXPLORE

Gun Drill Demonstrations, Film Shows, Talks and Worksheets available.

Open daily. Admission free charged

For further information contact the School Officer
Telephone: 01-407 6434, Ext. 31

ilea Inner London Education Authority

SOUTH EAST LONDON COLLEGE
Breakspears Road, Lewisham Way,
London SE4 1UT

Vice-Principal

Vacancy from 1 September 1983 for Vice-Principal, one of three in this large Group 9 College. Main area of responsibility will be for all staffing matters and the current salary is £19,761 (plus £939 Inner London allowance).

Applicants should have a wide experience of teaching in further education and of administration within a large college.

Application forms, returnable by 29 April 1983, and further particulars can be obtained from the Senior Administrative Officer, SELTEC, at the above address, or telephone 01-692 0353, Ext. 308.

ILEA is an equal opportunities employer

Hampshire

FARNBOROUGH COLLEGE OF TECHNOLOGY

HEAD OF DEPARTMENT OF SCIENCE (Grade IV)

Applicants should have at least a good honours degree, and preferably a higher degree, with sound teaching and administrative experience and active research experience.

Further details from:
The Staffing Officer
Farnborough College of Technology
Boundary Road
Farnborough, Hants GU14 6SB
(SAE please). Closing date: 25th April, 1983.

Wirral Metropolitan College

PRINCIPAL: J. H. Jackson
Required for September 1983

HEAD OF DEPARTMENT OF ELECTRICAL ENGINEERING (Grade IV)

Application forms and further particulars available from:

The Principal's Secretary
WIRRAL METROPOLITAN COLLEGE
Carlisle Park
Eastham, Wirral
Merseyside L62 0AY
Closing date two weeks from appearance of this advertisement.

BROMLEY COLLEGE OF TECHNOLOGY,
Rookery Lane, Bromley, Kent BR2 8HE

Required for September

HEAD OF DEPARTMENT of BUSINESS & PROFESSIONAL STUDIES (Grade IV)

Salary, under review, £14,106-£15,732
Inclusive of London Allowance

Applications are invited for the Headship of this Department, newly created by re-organisation, which covers Accountancy, Banking, Law, Business Studies, Economics, Management and Social Work.

Further details and application forms available from the Principal's Secretary (Tel: 01-462 6331). Closing date for applications 22nd April, 1983.

PREPARATORY SCHOOLS
continued

Other than by Subject Classification

Other Assistants

BUCKINGHAMSHIRE

BECKETT'S SCHOOL
Little Hampton Manor, Great Meadend
E.A.P.S. Day 4 - 12/15
Salary: £12,500 p.a.
Required for September 1983. Full-time post. The school offers a full range of facilities for boys and girls. The school offers its own scale of fees plus air fares and room allowances. For further details write to the Headmaster, E.A.P.S., Box 24792, Nairobi, Kenya (26965).

DORSET

PREPARATORY SCHOOL
A teacher is required for a one-year appointment to take the place of a member of staff on a year's leave of absence to teach Senior Middle School English. Ability to teach abilities and rugby football in a high standard very important. Burnham Scale Government superannuation. Please write to letter giving full C.V. and the names and addresses of two referees to the Principal, The Preparatory School, Sandford, Dorset DT9 9NY (02081) 205224

HERTFORDSHIRE

RADLETT NURSERY AND INFANT SCHOOL
Results for 1st September 1983 at Scale 1 Nursery/Infant teacher to work as a team in an enthusiastic and exciting new school. Music would be an advantage. Please apply by letter giving full C.V. and the names and addresses of two referees to the Principal, The School, Radlett, Herts SG13 7JH (0457) 205224

KENYA

BANDA SCHOOL
Nairobi
Required for September 1983. Full-time post. The school offers a full range of facilities for boys and girls. The school offers its own scale of fees plus air fares and room allowances. For further details write to the Headmaster, E.A.P.S., Box 24792, Nairobi, Kenya (26965).

Colleges of Further Education

Directors and Principals

BIRMINGHAM

EDUCATION DEPARTMENT
HOORNVILLE COLLEGE OF TECHNOLOGY
Education
Bristol Road South, Birmingham B31 2AJ
REAPPOINTMENT
CO-ORDINATOR/PRINCIPAL
HEAD OF COMMUNITY STUDIES DEPARTMENT
Applications are invited for the above post. Principal Lecturer, Senior Lecturer, and other posts. Previous applications will be brought forward. Further details and application forms are obtainable from the Principal, TEL: 091 251 1111 (58382) 251 476 200016

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
MONKWEAVER COLLEGE OF TECHNOLOGY
EDUCATION
Applications are invited from suitably qualified candidates with relevant experience. The vacancy arises from the retirement of the present Vice-Principal. The appointment will take effect from 1st September 1983. Salary £13,461 (Group 5). Further details and application forms are available from the Principal, TEL: 0191 251 1111 (58382) 251 476 200016

HAMPSHIRE

CRICKLADE COLLEGE, ANDOVER

Head of Humanities Department

Required from September 1983 for this purpose-built Tertiary College. Subject areas in the Humanities Department include English, Geography, History, Modern Languages, Sociology, Politics, Communications. Grade IV: £13,491-£15,117

Candidates must have appropriate academic qualifications together with a successful teaching background and experience of leadership and administration in either secondary or further education.

Further particulars and application form from the Principal, Cricklade College, Charlton Road, Andover, Hants SP10 1EJ (Tel: Andover 63111).

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (by inviting applications only from males or only from females) may be accepted, unless:

1. The job is for the purpose of a private household; or
2. It is a business employing fewer than six persons; or
3. It is otherwise exempted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exemptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

Heads of Department

ISLE OF MAN

BOARD OF EDUCATION
ISLE OF MAN COLLEGE
EDUCATION
HEAD OF DEPARTMENT OF CATERING (Group 1)

Applications are invited for the post of Head of Department of Catering (Group 1). Duties to commence on 1st September 1983.

The Department offers full-time and part-time courses and applicants should have appropriate professional qualifications and industrial experience.

Application forms and further particulars are available from the Principal, Isle of Man College, Douglas, Isle of Man, to whom applications should be returned not later than 22nd April, 1983.

ISLE OF WIGHT

COUNTY COUNCIL
ISLE OF WIGHT COLLEGE OF ARTS AND DESIGN
HEAD OF DEPARTMENT OF CATERING (Group 1)

Applications are invited from suitably qualified and experienced persons for the post of Head of Department of Catering (Group 1). Duties to commence on 1st September 1983.

Further details and application forms are available from the Principal, Isle of Wight College of Arts and Design, Newport, Isle of Wight, to whom applications should be returned not later than 22nd April, 1983.

Basford 1 Hall College of Further Education

Head of Department of General Studies

Grade III £12,477-£13,932

Applications are invited from suitably qualified persons for this departmental headship which falls vacant on 1st September, 1983, following the retirement of the present holder. The Department services General Studies throughout the College, particularly in the technical departments of Construction and Building Services Engineering. It provides Preparation, Work Introduction, and Life and Social Skills courses in MSC Schemes; a full-time GCE course for Mature Students and full-time General Education Course; and a range of part-time GCE courses.

Candidates should have appropriate teaching, organisational and administrative experience, and a sound knowledge of Further Education. Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are obtainable from the Principal of the College, Stockhill Lane, Nottingham, NG6 0NB. Telephone: Nottingham (0502) 704541. Closing date 22nd April, 1983.

Nottinghamshire County Council
County Hall, West Bridgford
Nottingham NG2 7DP

THURROCK TECHNICAL COLLEGE

Woodview, Grays.

HEAD OF DEPARTMENT OF TECHNOLOGY (GRADE V)

Required from 1st September, 1983.

The Department provides a wide range of traditional full- and part-time courses in Mechanical and Electrical Engineering at Technician and Craft level, to serve industry and young people in the area. The Department also contributes to the growing Youth Training programme. The Academic Board is currently reviewing the management structure of the college in which current Heads of Departments are likely to become Deans responsible directly for all aspects of course organisation and development but only indirectly for the resources (staff, accommodation, materials etc.).

The Governing Body is seeking to appoint a graduate who has held responsible teaching and industrial posts involving experience in the new technology of microprocessor applications and who has a flexible approach to college management.

Salary Scale: Grade V Head of Department
Min. £14,679
Max. £16,305
per annum plus £231 London Weighting.

Application form and further particulars may be obtained from the Principal, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

ESSEX
County Council

KIRKLEES

METROPOLITAN COUNCIL
COLLEGE OF DISTANCE EDUCATION
HEAD OF DEPARTMENT OF SCIENCE AND TECHNOLOGY

Required to commence on 1st September 1983 or as soon as possible thereafter. The Department offers a full range of facilities for boys and girls. The school offers its own scale of fees plus air fares and room allowances. For further details write to the Headmaster, E.A.P.S., Box 24792, Nairobi, Kenya (26965).

The Department offers full-time and part-time courses and applicants should have appropriate professional qualifications and industrial experience.

Application forms and further particulars are available from the Principal, Kirklees College, to whom applications should be returned not later than 22nd April, 1983.

SUNDERLAND

HIGHWAY OF SUNDERLAND
EDUCATION DEPARTMENT
MONKWEAVER COLLEGE OF TECHNOLOGY
EDUCATION
Applications are invited from suitably qualified and experienced persons for the post of Head of Department of Catering (Group 1). Duties to commence on 1st September 1983.

Further details and application forms are available from the Principal, Sunderland College, to whom applications should be returned not later than 22nd April, 1983.

Application forms and further particulars are available from the Principal, Sunderland College, to whom applications should be returned not later than 22nd April, 1983.

Application forms and further particulars are available from the Principal, Sunderland College, to whom applications should be returned not later than 22nd April, 1983.

COLLEGES OF FURTHER EDUCATION

TRAFALGAR

TRAFALGAR COLLEGE OF FURTHER EDUCATION
NORTH TRAFALGAR
EDUCATION
HEAD OF DEPARTMENT OF SCIENCE AND TECHNOLOGY

Required to commence on 1st September 1983 or as soon as possible thereafter. The Department offers a full range of facilities for boys and girls. The school offers its own scale of fees plus air fares and room allowances. For further details write to the Headmaster, E.A.P.S., Box 24792, Nairobi, Kenya (26965).

The Department offers full-time and part-time courses and applicants should have appropriate professional qualifications and industrial experience.

Application forms and further particulars are available from the Principal, Trafalgar College, to whom applications should be returned not later than 22nd April, 1983.

AVON COUNTY

EDUCATION SERVICE
COLLEGE OF FURTHER EDUCATION
HEAD OF DEPARTMENT OF SCIENCE AND TECHNOLOGY

Required to commence on 1st September 1983 or as soon as possible thereafter. The Department offers a full range of facilities for boys and girls. The school offers its own scale of fees plus air fares and room allowances. For further details write to the Headmaster, E.A.P.S., Box 24792, Nairobi, Kenya (26965).

The Department offers full-time and part-time courses and applicants should have appropriate professional qualifications and industrial experience.

Application forms and further particulars are available from the Principal, Avon County College, to whom applications should be returned not later than 22nd April, 1983.

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CAMBRIDGESHIRE

CAMBRIDGE COLLEGE OF FURTHER EDUCATION
COMMUNICATION
HEAD OF DEPARTMENT OF SCIENCE AND TECHNOLOGY

Required to commence on 1st September 1983 or as soon as possible thereafter. The Department offers a full range of facilities for boys and girls. The school offers its own scale of fees plus air fares and room allowances. For further details write to the Headmaster, E.A.P.S., Box 24792, Nairobi, Kenya (26965).

The Department offers full-time and part-time courses and applicants should have appropriate professional qualifications and industrial experience.

Application forms and further particulars are available from the Principal, Cambridge College, to whom applications should be returned not later than 22nd April, 1983.

CHESHIRE

EDUCATION COMMITTEE
MIDCHESHIRE COLLEGE OF FURTHER EDUCATION
HEAD OF DEPARTMENT OF SCIENCE AND TECHNOLOGY

Required to commence on 1st September 1983 or as soon as possible thereafter. The Department offers a full range of facilities for boys and girls. The school offers its own scale of fees plus air fares and room allowances. For further details write to the Headmaster, E.A.P.S., Box 24792, Nairobi, Kenya (26965).

The Department offers full-time and part-time courses and applicants should have appropriate professional qualifications and industrial experience.

Application forms and further particulars are available from the Principal, Mid-Cheshire College, to whom applications should be returned not later than 22nd April, 1983.

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Application forms and further particulars are available from the Principal, Mid-Cheshire College, to whom applications should be returned not later than 22nd April, 1983.

COVENTRY

HENLEY COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF HOTEL & CATERING STUDIES
LECTURER GRADE II IN INFORMATION TECHNOLOGY

Required to commence on 1st September 1983 or as soon as possible thereafter. The Department offers a full range of facilities for boys and girls. The school offers its own scale of fees plus air fares and room allowances. For further details write to the Headmaster, E.A.P.S., Box 24792, Nairobi, Kenya (26965).

The Department offers full-time and part-time courses and applicants should have appropriate professional qualifications and industrial experience.

Application forms and further particulars are available from the Principal, Henley College, to whom applications should be returned not later than 22nd April, 1983.

HARINGEY COLLEGE

Brands, Ramington, BA(Hons), Dip FE, Principal
SENIOR LECTURERS

are required for this new College opening in September 1983, in the following Departments:

- (1) BUSINESS EDUCATION
- (1) GENERAL & COMMUNITY EDUCATION
- (2) SCIENCE & TECHNICAL EDUCATION

Senior Lecturer - Business Education:
Applications are invited from suitably qualified persons who should ideally have experience in:

- (i) teaching/administration of B.E.C., M.S.C. and Vocational Preparation Courses (ii) curriculum innovation and implementation (iii) education/training for mature students and disadvantaged groups (iv) day-to-day running of a departmental section.

Senior Lecturer - General & Community Education:
Applications are invited from suitably qualified persons who should ideally have experience in:

- (i) teaching/administration of General Education, M.S.C., and Vocational Preparation Courses. Experience in education/training for community/social care skills would be an advantage (ii) curriculum innovation and implementation (iii) education/training for mature students and disadvantaged groups (iv) day-to-day running of a departmental section.

Senior Lecturer - Science & Technical Education:
Technical Studies:
To be responsible for: (i) The Department's contribution to both V.T.S. and post-V.T.S. Training Schemes (ii) T.E.C. Courses using the Department's new Multi-Skills Workshop (iii) The design of part-time and evening interest courses using the Workshops (iv) Teaching the appropriate discipline within the workshop.

Senior Lecturer - Science & Technical Education: Science:
To be responsible for: (i) Day-to-day organisation of the Department's laboratories (ii) Oversight of Science Courses (iii) Developing Courses for disadvantaged groups and the mature returning students (iv) Teaching Biology and/or Chemistry.

LECTURERS Grade II
Applications are invited from suitably qualified persons for the following posts:

- L.I Word Processing and Office Skills
- L.II Part-Time Day and Evening Classes
- L.II Communication Skills/Numeracy with responsibility for Communication/Numeracy Workshops

Department of Science & Technical Education:
L.II Physical Science to be responsible for (i) day-to-day running of the Physical Science (ii) organisation of T.E.C. Courses in Science and Technology

L.II Computer Education (this post is a non-departmental post attached to the Science & Technical Department) to be responsible for (i) providing academic and technical support to staff and students using the College Computer network (ii) the design and implementation of Computer Courses across the College curriculum.

LECTURERS Grade I
Applications are invited from suitably qualified persons for the following posts:

THE FRANKFURT INTERNATIONAL SCHOOL

has the vacancies listed below for September:

- 1 INFANT - Ages 5-7
- 2 JUNIOR - Ages 8-11
- 3 LEARNING DIFFICULTIES IN THE INFANT AND JUNIOR SCHOOL
- 4 ART IN THE INFANT AND JUNIOR SCHOOL
- 5 SECONDARY SCHOOL - Ages 11-18:
 - A) COMPUTER STUDIES AND MATHEMATICS
 - B) MATHEMATICS
 - C) CHEMISTRY AND GENERAL SCIENCE
 - D) PHYSICS AND GENERAL SCIENCE
 - E) MIDDLE SCHOOL GENERAL SCIENCE
 - F) LIBRARIAN
 - G) PHYSICAL EDUCATION WITH SPECIAL EMPHASIS ON OUTDOOR ACTIVITIES
 - H) FRENCH, MOTHER TONGUE PREFERRED
 - I) DRAMA WITH RESPONSIBILITY FOR DEVELOPMENT OF AN EXTRA-CURRICULAR PROGRAM

The Frankfurt International School is a Kindergarten - Grade 12 School (Ages 5-18) of 1,050 students of 40 different nationalities, serving the international community of Frankfurt/Main. The curriculum is American oriented.

Initial contracts will be for 1-2 years with possibility of prolongation. The salaries are above Burnham. Additional information will be forwarded to short-listed applicants.

Applicants should write, including telephone code and number, to the Headmaster, The Frankfurt International School, E.V., An Der Waldstrasse 5-7, 6370 Oberursel, Federal Republic of Germany.

OVERSEAS continued

GREECE

Female teacher of English for Foreign Languages Institute. One year contract from August. Very good salary and lodgings provided. Apply to: Asimina Elipoulou, Spilargiou, 11500, Athens, Greece. Tel: 01-524 40000.

GREECE

TEACHERS IN GREECE. 5-12. Teachers required for September. Applicants must possess degree in English and/or teacher training qualification. Posts available in Athens, mainland Greece and the islands. Please send curriculum vitae, photograph and telephone number to: Carol Skinner, Teachers' International, 59, Athens, Greece. 01-524 40000.

HONG KONG

KELLET SCHOOL. Applications are invited to fill vacancy in September 1983 for a male teacher of English for ages 9-11 with additional responsibility for computer studies throughout the school. Some experience with computer experience essential.

Salary range: pounds 10,500 - pounds 12,500 p.a. payable in HKD, current exchange rate HKD 10: pounds 1.00. Post is suitable for a male teacher with a degree and experience in English and computer studies. Provided education and housing allowance. Contract period two years with possibility of extension of renewal.

An independent, non-profit making school founded in 1973 and purpose-built. Kellett now has 15 classes and 350 pupils (Ages 4-11) and is considering extension to ages 12/13.

Please forward letter of application, curriculum vitae, details of qualifications, and details of two referees to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong.

Interviews will be held in London and/or Hong Kong. Details of the school and conditions of service. (54486)

INDONESIA

INTERNATIONAL LANGUAGE PROGRAMS. JAKART. Teacher of E.F.L. required for May. Salary: according to qualifications and experience. Minimum Rp. 250,000 per month (US\$1000) plus housing allowance. For full details and application form, please write to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

JORDAN

INTERNATIONAL COMMUNITY SCHOOL. Amman. MUSIC TEACHER for Sept. 1983. Teacher of 13 year old children. Minimum 3 years' relevant experience. 1 year contract. Plus generous overseas allowance. Accommodation provided. For full details please apply to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

PORTUGAL

ALGARVE INTERNATIONAL SCHOOL. A school of 100 pupils. Qualified experienced teacher of English for ages 9-11. Salary: according to qualifications and experience. Minimum Rp. 250,000 per month (US\$1000) plus housing allowance. For full details and application form, please write to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

SPAIN

Female teacher required April for intensive language school. Spanish. CV, photograph, covering letter and telephone number to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

SPAIN

Applications are invited for the following posts in September 1983 in a school for English speaking pupils. Minimum contract 2 years. Interview will be held in London in May. For full details and application form, please write to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

SPAIN

Teacher required to teach English for ages 9-11. Salary: according to qualifications and experience. Minimum Rp. 250,000 per month (US\$1000) plus housing allowance. For full details and application form, please write to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

SPAIN

Teacher required to teach English for ages 9-11. Salary: according to qualifications and experience. Minimum Rp. 250,000 per month (US\$1000) plus housing allowance. For full details and application form, please write to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

SPAIN

Male TEACHERS OF ENGLISH required for language school. To commence mid-September. Details: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

SUDAN

UNITY HIGH SCHOOL FOR GIRLS. Requires a teacher of Maths and Science. Salary: according to qualifications and experience. Minimum Rp. 250,000 per month (US\$1000) plus housing allowance. For full details and application form, please write to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

SWITZERLAND

AIGLON COLLEGE. The British-International boarding school (Overseas) for 250 boys and girls (11-18) in the Swiss Alps. Teachers required for September 1983.

1. TEACHER OF ASSISTANT. History to at least O-level. S.F.L. training required.

2. TEACHER OF ASSISTANT. Maths (possibly combined with another subject). Some experience to at least O-level required.

Both posts are for single residential boarding schools. Applicants must be prepared to work in an international community, which care for the individual and spiritual values are stressed. Knowledge of French, ability to help with outdoor and cultural activities an advantage. Boarding school experience desirable.

Apply in own hand with curriculum vitae, copy testimonials, two references and photos (passport size) to: The Headmaster, Aiglon College, 1885 Châtelineau, Switzerland. Tel: 053361 25 342 40000.

SWITZERLAND

AIGLON COLLEGE. Bright, independent young man or woman wanted to assist in Science Labs, computer experience in the Alps and/or other countries. Salary: according to qualifications and experience. Minimum Rp. 250,000 per month (US\$1000) plus housing allowance. For full details and application form, please write to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

SWITZERLAND

St. George's School for girls (13-18 years). Requires an experienced and qualified teacher of English and Mathematics. Salary: according to qualifications and experience. Minimum Rp. 250,000 per month (US\$1000) plus housing allowance. For full details and application form, please write to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

SWITZERLAND

Qualified TEACHERS of English required for long and short term missionary service in Nigeria, Pakistan, India, Sri Lanka, Bangladesh and Japan. 7-12 years' experience an advantage. Salary: according to qualifications and experience. Minimum Rp. 250,000 per month (US\$1000) plus housing allowance. For full details and application form, please write to: Mrs. V. S. Stier, Principal, Kellett School, Wan Chai, Kowloon, Hong Kong. Tel: 01-524 40000.

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BUCKINGHAMSHIRE EDUCATION DEPARTMENT

Education Officer (Schools)

PO5/6 £12,801-£14,676

Applications are invited from graduates with successful teaching and administrative experience for this challenging senior 4th tier post at County Hall. The post is the second in the schools section and carries major delegated responsibilities for the administration of special education, pre-school and first school education but will also offer experience across the whole age range in all types of school.

100% removal expenses and other benefits in approved cases. Essential car user allowance. The post is available from 1st September, 1983.

Application forms and further particulars (see please) from Chief Education Officer (S1), County Hall, Aylesbury, Bucks HP20 1UZ. Closing date 28th April, 1983.

ilea Inner London Education Authority

MEDIA RESOURCES OFFICERS

Salary Scale: Media Resources Officer 1, £8,185-£9,230 plus £1,284 London Weighting Allowance.

Minimum age 23. Starting rate according to age. On completion of the probationary period there are opportunities of advancement to higher grades.

There are currently a number of vacancies for MRO's to work in schools and other educational establishments throughout the LEA from September 1983. Duties include the organisation of media facilities, equipment and materials; the creation of learning resources; providing advice-service training to teachers on the preparation and use of audio-visual resources. There is an initial extensive training which will be given centrally prior to appointment to an educational establishment.

Candidates should have good experience in the field of learning resources. They should either hold (i) a qualification in Educational Technology or (ii) a degree or equivalent or a teaching qualification together with at least three years teaching or training experience and a commitment to follow a course in Educational Technology.

For further details and an application form please write to Mrs C. Tanner, Personnel Services Division, EQ/Edab 2MRO, Room 300, County Hall, London SE1 7PB. Please enclose a stamped addressed foolscap envelope for reply.

Closing date for the receipt of completed forms 22nd April, 1983. ILEA is an equal opportunities employer.



DEPARTMENT OF EDUCATION

NEW TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

This project provides four year courses, commencing at 14 years of full-time general, technical and vocational education, industrial and appropriate work experience. The purpose of the project is to explore and test methods of organising, delivering, managing and resourcing readily replicable programmes of education of this nature and to introduce the programmes, curriculum and learning methods necessary for success.

Starting in September 1983 there will be 380 young people in Sandwell on the project from ten High Schools, two Colleges of Further Education and two Secondary Schools.

The following staff are required to form the central team to start at the earliest possible date:

1. PROJECT CO-ORDINATOR

(Salary Head Teacher Group 8, £13,293-£14,469) who will be responsible for servicing the eight Steering Groups and the Management Committee; provision for in-Service Training and the general direction of the project.

2. PROJECT EVALUATOR

(Salary Lecturer II, £8,855-£11,022) who will provide a constant source of feedback to all parties on the project and evaluate the project in conjunction with the L.E.A. and M.S.C.

3. SENIOR CAREERS OFFICER

(Salary AP 5, £7,791-£9,325) a qualified Careers Officer to be involved in the counselling and selection of young people for the various programmes within the project. To provide careers guidance throughout the four year courses and to liaise with the appropriate school Careers Officer.

All posts will be offered contracts in the first instance until August 1985. Convancing of members of the Authority will disqualify. A union membership agreement is in operation.

Application forms are available from the Director of Education, Highfields, High Street, West Bromwich, Sandwell, West Midlands B70 8RQ. Applicants should indicate in which post they are interested. Completed application forms should be sent to the address above by 3rd May, 1983.

CAMBRIDGESHIRE EDUCATION DEPARTMENT

INSPECTOR FOR SPECIAL EDUCATION

Salary: Soulbury Group 8 Head (£13,293-£14,469)

Applications are invited for the above post which is based in Cambridge but carries County-wide responsibilities. Full details and application forms can be obtained from the Chief Education Officer, Shire Hall, Castle Hill, Cambridge, CB3 0AP (Tel: Cambridge 317920). Closing date for applications 25th April, 1983.

METROPOLITAN BOROUGH OF SEFTON

DEPUTY CHIEF EDUCATION OFFICER

£16,134-£17,187 (under review)

This is the only deputy level post in the Department and the successful candidate will be directly responsible to the Chief Education Officer.

Applicants should have extensive experience of education management at a senior level.

The Department's responsibilities cover those normally found in a metropolitan district and the appointee will be expected to bring a vigorous and effective approach to the management of the service in Sefton.

With a population of 300,000 the Borough is an interesting environment, ranging from urban development in the southern part, through pleasant residential areas set in open country, to the resort of Southport in the north.

100% removal expenses are refundable in appropriate cases and an essential user car allowance is payable.

Further details and application forms, returnable by 25th April, 1983, are obtainable from Personnel and Management Services Officer, Town Hall, Oriel Road, Bootle, Merseyside, L20.

Sheffield Education Department

SCHOOLS OFFICER (Special Education and General)

PII - £10,860-£12,174

This fifth tier post is concerned with assistance to the Assistant Education Officer, (Special Education) and to Senior and other Assistant Education Officers on the schools side. Applications are invited particularly from graduates with teaching and some administrative experience.

Application forms and further details from the Chief Education Officer, (Ref. STP/CW), Education Department, Leopold Street, Sheffield, S1 1RJ to whom applications should be returned by 29th April.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Education Service SCHOOLS DIVISION

Assistant Education Officers (2)

Grade: PO6. Salary: £13,398-£14,685 per annum inclusive. Additional payments are made in respect of attendance at evening meetings.

These vacancies arise as a result of the promotion of the existing postholders. You will share with the Assistant Education Officer (Secondary) general responsibilities within Schools Division and will, in the first instance, have specific responsibilities for Primary and Special Schools. The successful candidate will be given an opportunity to develop his/her experience with experience of special education and experience with experience of special education.

Further particulars and application forms are available from the Chief Education Officer, Education Offices, 49-52 Station Road, Wood Green, London N22 4TY (Tel: 01-831 3000, Ext. 3131). Closing reference numbers: EP 18004/EP 18401. Closing date: 29th April, 1983.

Haringey

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or disability you may have.

ADMINISTRATION LEA continued

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT. VACANCIES FOR THE EDUCATION DEPARTMENT. 1. YOUTH TRAINING OFFICER. Salary: £13,293-£14,469. 2. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 3. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 4. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 5. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 6. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 7. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 8. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 9. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 10. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 11. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 12. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 13. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 14. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 15. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 16. SENIOR ASSISTANT DIRECTOR. Salary: £16,134-£17,187. 17. SENIOR ASSISTANT DIRECTOR. 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Please deliver a copy of The Times Educational Supplement to me every Friday until further notice.

Name _____

Address _____

Signature _____

Date _____